Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539

Instructor: Julie Franks, MTS, LMSW, MHP, LSWAIC
Office Hours: By appointment
Phone: 980-328-3423 (Cell, No calls after 9pm)
Class Time: Mondays 7p-8p CST (Zoom)
Email: jfranks8@vols.utk.edu
*** Note: Email Contact Preferred and Fastest Response Time***

Code of Conduct
It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement
An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (Hilltopics).

University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

Disability
If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender
identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

**Course Description**
This course is a concentration elective course. Theory and practice of planned short term, emergency, and crisis interventions. This course provides an introduction to the evidence based practice, motivational interviewing (MI). Learners will be introduced to application of MI to increasing motivation for substance use reduction, mental health service utilization, and other health behavior changes. Finally, students will understand the evidence based theory, the transtheoretical model of change and its foundational role in motivational interviewing.

**Course Rationale**
The course reviews motivational interviewing, a practice supported by a significant evidence base. Emphasis will be placed on the development of skills in application of motivational interviewing including, demonstrating empathy, rolling with resistance, avoiding argumentation and resolving client ambivalence. Additionally, learners will identify and critically analyze applications of motivational interviewing in their field of practice. Finally, consideration of social work values and ethics, and treatment fidelity in the application of motivational interviewing will be integrated into skill development.

**Course Competencies**
By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Explicating knowledge of the evidence based transtheoretical model of change. CT/EBP Conc. #2. (content: review of transtheoretical model; consider the role of the TTM in motivational interviewing).

2. Articulating how clinical assessment with diverse groups of clients can be used to enhance motivation for behavior change. Diversity Conc. #2; CT/EBP Conc. #1. (content: MITI assessment method, case studies high lighting diversity in assessment, providing motivation enhancing feedback form assessments).

3. Critically analysis of the role of social work values and ethics in practicing motivational interviewing with at-risk populations. Values/Ethics Conc. #1. (content: analyze the ethical dimensions of motivational interviewing with an emphasis on the NASW Code of Ethics).

4. Development of skills in the application of motivational interviewing to several health behavior changes with diverse at-risk populations. Practice Conc. #1. (content: role plays with simulated clients demonstrating skills; developing mock process recordings).
Online Education Format: This course is designed to balance the maximum flexibility in scheduling with a high degree of academic rigor. To accomplish this, the course utilizes multiple technologies to ensure that you receive the most from your education. This format also requires a commitment by the learner to be responsible for attending the synchronized UT Online sessions and ensuring that all course readings are completed by the class for which they are assigned. It should also be noted here that due to the lack of actual in class time the reading requirements are often larger than a face to face class would have. Please review the course outline thoroughly and mark your calendars to ensure your availability for all scheduled UT Live Online sessions. Sessions that are indicated to be:

- **Asynchronous online** can be completed any time during that week, and typically will consist of viewing a PowerPoint presentation, completing readings, viewing videos, and/or completing an assignment (discussion board)
- **Synchronous online** require that you be online on the date and time indicated. These courses are always conducted using the Zoom System and links for each course will be available on the BlackBoard site for this course.

Course Requirements: 

**Discussion Boards (3 at 20% a piece):** A series of questions are posted on the discussion board. The dates these questions are posted is denoted in the course outline. They will be posted the day of the class on which they are based and will be open for your posts for one week after that class. Grades will be given on the discussion board based on the amount of effort placed on responding to both the questions and your peers’ responses. *(CC 1,2,3,4)*

**Discussion Board Rubric:**
- 9-10 = Clear rational answer to the question and response to at least 3 peers. Active engagement in discussion is evident.
- 7-8 = Clear rational answer to the question and brief responses to 1 to 3 peers
- 6-7 = Answer to question is unclear and/or responses are too brief or unclear
- 1-5 = variation of the above

**MI Video (40%)**: At the end of the semester each student will conduct a role played motivational interview with a simulated at risk client. A grading rubric is available and posted to blackboard. This assignment will be due August 8th, 2016 at 11:59pm. *(CC 2,4)*

**EVALUATION PROCEDURES AND GRADES**

- **A (95-100)** Outstanding/Superior. Exceptional Performance. Consistently exceeds expectations.
- **B+ (90-94)** Very good. Student consistently meets and occasional exceeds normal expectations for the course.
- **B (85-89)** Good. Student consistently meets normal expectations for the class.
- **C+ (80-84)** Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.
C (75-79) Poor. There is a lack of understanding of the course content. Student does not meet course expectations.

F (74 and below) Very Poor. There is a lack of attendance or incomplete assignments. Course expectations are not met.

LATE ASSIGNMENT POLICY: Late assignments will not be accepted without prior approval by the professor.

PLAGIARISM: Please note that plagiarism is not tolerated in this course. It is the student’s responsibility to make sure that all submitted work – including work in the discussion board – is free of plagiarism. Issues of plagiarism will be considered on a case-by-case basis and may result in failure of the course.
## COURSE OUTLINE

### Unit 1 - 7/11/15 from 7pm to 8pm CST, Synchronous Class Online via Zoom

**Intro and Harm Reduction**

**Objectives:** Learners should be able to:
- Identify the 8 Stages of Learning MI
- Recall the practice areas in which MI is typically applied
- Define harm reduction and the role of motivational interviewing in this approach to care
- Define the four elements of MI
- Analyze the ethical implications of applying MI
- Define ambivalence and its role in behavior change

Chapter 1: Introduction, pp. 1-6 |
|-----------------------|----------------------------------------------------------|

**ASSIGNMENT:** Discussion Board 1: Give a definition of harm reduction in your own words. What seems helpful about this approach? What concerns you about it? Does this approach raise ethical concerns? Particularly, does the controlled drinking article raise ethical concerns? Refer to the NASW code of ethics as you discuss the ethical concerns. *This discussion board will open on 7/11/15 and will close on 7/17/15 at 11:59pm CST.*

### Unit 2 - 7/18/16 from 7pm to 8pm CST Synchronous Class Online via Zoom

**Beginning MI Skills**

**Objectives:** Learners should be able to:
- Demonstrate an understanding of the Transtheoretical model and its role in MI
- Define the counselor's role in both creating and resolving resistance.
- Demonstrate effective use of reflective listening, open ended questions, affirmations and summaries
- Articulate the application of MI to work with at risk populations

Chapter 3: The use of OARS: Reflective Listening, pp. 30-57  
Chapter 4: The use of OARS: Open Ended Questions, Affirmations and Summaries, pp. 58-87 |
Unit 3, 7/25/16 from 7pm to 8pm CST Synchronous Class Online via Zoom
Change and Resistance

Objectives: Learners should be able to:
- Recognize change talk when clients speak it
- Demonstrate ability to reinforce change talk in a variety of ways
- Ask open ended questions to elicit change talk in a variety of ways
- Define sustain talk and describe its importance in MI
- Demonstrate their ability to effectively manage resistance
- Identify the difficulties of opening a session or topic that may affect client rapport
- Discuss the importance of agenda setting in MI
- Demonstrate their ability to open a session with a client that has a particularly difficult subject matter

Readings:
Chapter 6: Managing Resistance, pp. 137-167
Chapter 7: Opening a Session or Topic, pp. 168-196

ASSIGNMENT: Discussion Board 2 – Please see Blackboard for instructions. It is recommended that you complete this Discussion Board after completing the course readings. This discussion board will open on 7/25/16 and will close on 7/31/16 at 11:59pm CST.

Unit 4 – 8/01/16 from 7pm to 8pm CST Synchronous Class Online via Zoom
Working with Ambivalence

Objectives: Learners should be able to:
- Define ambivalence and explain its role in conducting MI intervention
- Identify several strategies for managing ambivalence in MI
- Demonstrate their ability to manage ambivalence with clients
- Provide structured feedback to at risk clients toward the end of enabling behavior change
- Demonstrate recapitulation, action reflection, and negotiating a change plan


Chapter 8: Working with Ambivalence, pp.197-220
Chapter 9: Information Sharing, Offering a Concern, and Giving Advice, pp. 221-253
Chapter 10: The Key Question, pp. 254-280
Chapter 11: Negotiating a Change Plan, 281-298

ASSIGNMENTS: Discussion Board 3 – Please see Blackboard for instructions. This discussion board will open on 7/29/15 and will close on 8/8/16 at 11:59pm. Additionally, the MI Video is due at 11:59 pm on Monday August 8th
Unit 5, 8/8/15 from 7pm to 8pm CST  
**Synchronous Class Online via Zoom**

**Applying Motivational Interviewing in Clinical Practice**

**Objectives:** Learners should be able to:
- Articulate the application of MI as an intervention
- Critically analyze the use of MI

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<thead>
<tr>
<th>Rosengren, D.B. (2009)</th>
<th><strong>Chapter 12:</strong> Learning MI, pp. 299-308</th>
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</thead>
<tbody>
<tr>
<td>Moyers, T.B.; Martin, T.; Manuel, J.K., Miller, W.R., &amp; Ernst, D. / Center on Alcoholism, Substance Abuse, and Addictions (CASAA) (2010)</td>
<td><strong>Revised Global Scales: Motivational Interviewing Treatment Integrity 3.1.1 (MITI 3.1.1)</strong></td>
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**ASSIGNMENT:** The MI Video is due at 11:59pm on August 8th. The Grading Rubric is posted in Blackboard along with the article listed in this week’s readings, which explains the rubric in detail and gives insight into the way assessment measures are created.