HPC 6531
Motivational Interviewing:
A Comprehensive Introduction for Helping Professionals
Summer Session I 2015

Instructor: Elizabeth Graves, PhD, NCC, NCSC, LPC, LPCS, ACS (MINT Member)
(population: MI with Adolescents)
R.W. Watkins, MD, MPH (specialty: MI in Integrated Care Settings) (MINT)

Visiting Faculty: Elizabeth Likis-Werle, PhD (specialty: MI in Addictions Treatment Settings)
Pan McCaslin, RN, LPC (specialty: MI in Nursing and Clinical settings)
Christina Rosen, PhD, LPCS, CCS, NCC (specialty in Addictions & Gestault)

Office Hours: By appointment only in summer sessions; schedule via email
Contact #: (828) 262-8376 or graveseg@appstate.edu (preferred)

Class Meets: Monday – Thursday, June 1-4, 2015 @ 9-12:30 and 2-5:30 (28 Meeting Hours)
Pre-Course: 10 Hours (400 pages) of text study, course preparation, and audio recordings
Post-Course: 2 Hours of audio recordings, ratings, reflections, and submissions (pre and post)
Class Room: # 301 Reich College of Education (EXA Studio)

Course Enrollment Types: There are two tracks from which Institute participants/attendees may choose when enrolling in the Motivational Interviewing Institute:

1. The first track is for currently-licensed practitioners seeking continuing education credit. For practitioners, potential earned hours of continuing education credit (NBCC # 3001; NCDPI) range from 7 to 30 hours. Seven hours are available for Monday, 14 hours for Monday and Tuesday, 21 hours for Monday-Thursday, 28 hours for Monday-Thursday, and 30 hours for Monday-Thursday and including pre- and post-training recordings. Practitioners need to enroll in the course via the MI Institute website; registration opens May 12, 2015.

2. The second track is for current graduate students enrolled in any of the helping profession Programs of Study at Appalachian State University (e.g., counseling, social work, clinical psychology) who intend to use earned credit hours in the course toward completion of their Program of Study. These students need to enroll during the spring registration term through Banner.
**Course Description:** An introduction to Motivational Interviewing meta-theory and practice designed specifically for helping professionals and future helping professionals in settings such as: integrated healthcare and primary care, addictions treatment, clinical/community mental health, and schools. This course provides a didactic overview of the MI process as well as clinical practice in the demonstration of MI, guided practice of MI, evaluation of MI skills employed by self and colleagues, independent practice of MI, and group (and individual as ratios permit) coaching by MI instructor and visiting faculty.

**Course Content:** This course provides exposure to the knowledge, awareness, dispositions, and skills inherent to the competent practice of Motivational Interviewing in helping settings. Students and professionals will learn the four stages of MI practice and demonstrate competency in that practice as judged using the MITI coding instrument. Course content includes both didactic instruction and clinical practice.

**Knowledge and Skill Competencies:** The practitioners and counselors-in-training will:
- Demonstrate mastery of the knowledge provided in the text. This includes the four stages of MI Practice (Engaging, Focusing, Evoking, and Planning), the micro-skills inherent to the stages, and MI Spirit (e.g., containing personal judgments, disclosing or setting aside personal agendas, reinforcing autonomy, supporting change, refusing to confront, etc).
- Demonstrate self-awareness of growing edges. This includes: becoming aware of MI non-adherent behaviors, setting goals to change one’s own less-change-producing helping behaviors, substituting more-change-producing helping behaviors, self-evaluating one’s use of those new skills, and assisting other learners with the same self-awareness skills/dispositions.
- Demonstrate the competent use of Engaging, Focusing, Evoking, and Planning skills to affect real and positive behavior change in real persons. Students will demonstrate the competent use of learned MI skills in a 20 minute recording submitted to the instructor after the completion of the course; both pre- and post-course recordings will be scored for MI adherence using the MITI Coding Instrument.

**Methods of Instruction:** Course activities may include (but are not limited to): engaging with lecture material, practicing/demonstrating micro-skills/skills practice, reflecting on skills practice, providing constant verbal feedback to classmates and instructors, conducting professional sessions, acting as the client in real-plays, evaluating use of skills by others and self, making demonstrations/presentations to the class, engaging actively in group/class work and discussion, watching media and real-play portrayals, and providing peer evaluation/feedback and the instructor/speakers. Class activities and assignments will be directly related to the competencies listed above. The measurable outcome of instruction is the competent practice of MI (‘beginner level’ as defined by the MITI 4.0 Coding Instrument).

**Course Preparation:** (prior to June 1) University students: this course will have didactic and experiential/clinical components requiring university students to possess working knowledge of the text and readings prior to the start of class – and to participate in discussion and practice based upon those assignments beginning on the first day of class. An exam will be administered on the first day of the Institute for the purpose of substantiating student preparation for the course (10
hours of text reading). Also, university students will submit a 20 minute audio recording prior to the course and a 20 minute audio recording after the course, so that course learning/growth in the use of MI can be measured and graded. Practitioners pursuing continuing education credit: familiarity with the content of the 3rd Ed of the Motivational Interviewing text by Miller and Rollnick (2012) is strongly recommended but not mandatory. Practitioners wanting to earn the full 30 hours of potential continuing education credits will also submit a pre- and post-training audio recording for scoring and determining beginner-level MI proficiency at the close of the course.

Methods of Evaluation: Three methods of evaluation will be used to determine course grades and/or awarding of continuing education credits.

1. First, a text exam will be administered to Banner-registered university students (only) on the first day of class to ensure all university students share the core knowledge necessary upon which to build sound practice of MI. The exam is graded as pass/fail.

2. Secondly, only those Banner-registered university students earning Beginning MI Proficiency Scores on both the Global and Behavior Count Scales for their chosen recording (submitted after the course) will receive a passing grade for the course. Consideration to level of growth during training (as compared with the student’s pre-training audio submission) will be granted. Also, currently-licensed practitioners wanting to earn the full 30 hours of potential continuing education credits will likewise need to submit pre- and post-training audio recordings for scoring purposes and earn Beginning MI Proficiency Scores on both the Global and Behavior Count Scales for their recording submitted at the end of the course. Universal Beginner MI Proficiency Scores are determined using the MITI 4.0 Coding instrument which will be provided, explained, demonstrated, and used during the course/training.

3. Finally, all students must turn in a course evaluation, as both the learning and the teaching of MI is predicated upon concrete and engaged feedback.

Required Text:


Required Equipment:

Digital recording device with capacity to upload recordings to computer and send those recordings in MP3, MP4, or WAV formats (only) via Hightail’s encrypted online file sharing program. Cell phones are not acceptable; they are not secure devices for recording/storing potentially sensitive, if not confidential, material verbalized by your partners during the training week. Graduate students: the device may also be used in Practicum/Internship. (Sony, for example, has several reasonably-priced and easy-to-use models that are used by field placement students regularly.)

Required Online Account:

All students are required to go to the Hightail website (www.hightail.com) and open an account in their name (please use the name that you go by in class) so that they can send
and receive encrypted sound files. Open the FREE account – it is easy to open the pricey account – so keep hunting if it is not easily found on the first try.

**Recommended Texts: (per setting)**

**School Settings:**
- *Motivational Interviewing w/ Adolescents & Young Adults* (Naar-King & Suarez)
- *Motivational Interviewing for Effective Classroom Management* (Reinke et al.)
- *Motivational Interviewing in Schools* (by Herman et al.)

**Primary & Integrated Care Settings:**
- *Motivational Interviewing in Healthcare* (by Rollnick)

**Social Work Settings:**
- *Motivational Interviewing in Social Work* (by Hohman)

**Domestic Violence/IPV Settings:**
- *Motivational Interviewing and Stages of Change in Intimate Partner Violence* (by Murphy & Maiuro)

**Clinical Settings:**
- *Motivational Interviewing in Groups* (by Wagner & Ingersoll)
- *Motivational Interviewing in the Treatment of Psychological Problems* (by Arbowitz et al.)

~Student Performance Evaluation Criteria~
(AKA: Be Present! Prepare! Participate! Perform!)

**A. Preparation For Class:**

University students will complete all the reading (text) and media assignments (videos, recordings, account registration) prior to the first day of class. Come prepared to discuss the reading and practice its content – MI is not a spectator sport – it is a participatory pursuit. Prepare accordingly.

**Evaluation of Course Preparation:**

1. University Students: A text-based exam will be administered to university-registered students on the first day of class to ensure that the knowledge contained in the reading has been competently absorbed.

2. Both university students and practitioners wanting to earn the full possible continuing education credits (potential of 30 hours): Send to the instructor (at graveseg@appstate.edu) a 5 second sound file via Hightail account before noon on May 16 to ensure that the attendee’s recorder, audio program, and Hightail account is functioning properly. Simply state in the recording your name and that this is an audio test. The instructor will confirm receipt of this sound test recording within 24 hours of receipt via the Hightail program. Those not receiving confirmation of receipt within 24 hours should assume that the sound file was not received.
3. Both university students and practitioners wanting to earn the full possible continuing education credits (potential of 30 hours): Send to the instructor (at graveseg@appstate.edu) a 20 minute (minimum) sound file via Hightail account portraying the attendee’s present skills in helping clients affect positive behavior change. *It is neither expected nor encouraged that students/practitioners incorporate in this pre-training recording any MI skills they do not already use in every appropriate client session.* The goal of this recording is to establish a base line of practice prior to training in MI. Therefore, this recording should be made and sent to the instructor before any of the text reading is completed. It is to students’/attendees’ advantage to follow these instructions and recommendations carefully. Sound files are due by noon on May 26.

4. ALL attendees: Prior to the start of the course, students should brainstorm a list of no less than 4 actual and personal behavior changes they could real-play. Be ready to real-play your own personal and real ambivalence about affecting positive health behavior change in your own life. Examples might include: cutting back on caffeine, cleaning the house monthly, eating at home more, watching less television, walking the dog more consistently, starting reading to the kids at night, journaling daily, learning to play a musical instrument, adding specific self-care behaviors to daily life, getting 8 hours of sleep, etc. It is suggested that, to keep things fresh, attendees adopt a different personal behavior change for each day of the Institute.

**SOUND CHECK RECORDING DUE:** (POINTS: 1 total) by noon on May 16

**PRE-TRAINING STANDARD OF PRACTICE RECORDING DUE:** by noon on May 26

**LIST OF PERSONAL & ACTUAL BEHAVIOR CHANGES DUE:** by 9:00 on June 1

**EXAM DUE:** (POINTS: 20 total) afternoon June 1

(Note: points earned for the pre-training standard of practice audio file are included in points for the final recording, as post-training competency in MI use is determined not only by MITI scoring of the final recording, but also in comparison to the level of proficiency portrayed in this first recording)

B. Presence in Class:

For university-enrolled students, a large portion (80%) of points for the course are based upon attendance and participation, therefore, present engagement is particularly important in this course. Due to the four-day nature of the Institute, graduate students are expected to be present for the entirety of all four days of class. Attendance points, by definition, cannot be made up (as neither can participation points). No extra credit is offered in this course.

**ATTENDANCE EARNED DUE: each class** POINTS: 36 total (9/class)

Practitioners: Continuing education-seeking practitioners may register for any Monday-anchored portion of the week (e.g., Monday alone, Mon &Tues, Mon-Wed, and Mon-Thurs with recording-inclusive hours). It should be noted that each day builds upon those before it because the four stages of MI (largely progressive) will be taught in ascending order (Engaging, Focusing,
TENTATIVE COURSE SYLLABUS

Evoking, and Planning). Rather than graded course credit granted through the ASU Graduate School, practitioners will receive a NBCC-registered (and NCDPI CEU adherent) continuing education certificate based upon the number of hours registered for and completed (present for) – up to the 30 clinical hours required of graduate students registered for the course. The NCSAPPB Board last year (2014) approved this Institute for practitioner continuing education credits; application will again be made for the Institute this summer (2015).

C. Participation In Class:

The instructor understands that being fully present (in body and mind) for class hinges on one’s ability to be open about one’s thoughts, beliefs/values, opinions, feelings, skepticisms, passions, and awarenesses or observations. Being whole-heartedly engaged in this way requires students to be comfortable with vulnerability, with being real with one another. Obviously, not everyone is perfectly comfortable with being fully present in this way. Therefore, the instructor is here issuing notice that she is both inviting and challenging students to try on this way of being in class – being authentically engaged. While this may not be a comfortable challenge for all students, the research shows that doing so significantly deepens student learning. This is why there will be no role-playing practice in the course – all the practice sessions will be real-plays wherein each student will bring to the session genuine behavior changes that he/she is sincerely contemplating making in his/her own life.

Remember that, prior to the course, attendees should have brainstormed a list of no less than 4 actual and personal behavior changes they could real-play. In other words, be ready to real-play your own personal and real ambivalence about affecting positive health behavior change in your own life. It is suggested that, to keep things fresh, attendees adopt a different personal behavior change for each day of the Institute.

Finally, understand that this is a clinical skills and practice course. Both for you and for your classmates, success in the course (mastery of beginning MI use) depends upon the authentic engagement of all those present in the Institute. Those not actively engaged in learning and practice will be asked to leave the course so that professional integrity for attending practitioners and academic integrity for graduate students is ensured. Specifically, engaged behaviors the instructor evaluates for include (but are not limited to): staying off cell phones/computers/iPads during class (engaging the human beings in the room instead), participating in group discussion and activities, paying attention to and asking questions of fellow students and instructors, commenting on and discussing the required readings, respectfully challenging opinions and ‘facts’ with which one disagrees, asking informed questions of the class, sharing one’s reflections on the reading and films, etc. Participation points, by definition, cannot be made up. No extra credit is offered.

PARTICIPATION EARNED: each class POINTS: 12 total (3/class)

Performance of Learned Skills:
Within one week of the course’s conclusion, students will submit one BEGINNER MI-PROFICIENT 20 minute recording (minimum) via Hightail to the instructor for her to score for the purpose of determining course content mastery. Mastery will be gauged using the MITI 4.0 (at the time of this syllabus, MINT Members are still awaiting release of the instrument). In the event that the new 4.0 coding tool is not released in time for use in the course, The 3.1.1 instrument will be used. This instrument dictates beginner proficiency scores of: 3.5 in Globals, 90% in MIA Adherent utterances, 50% in open questioning, 40% in complex reflecting, and at least a 1:1 ratio of questions to reflections. When the 4.0 instrument is released, the instructor will adopt as a passing score for the final recording the Beginner Proficiency Scores recommended by the Moyers et al. team. Students must demonstrate MI skills proficiency in this 20 minute recording before passing the course. Students earning failing scores for this recording will be granted one additional opportunity to submit a recording portraying beginner-competence in the practice of MI. Those not passing their second evaluation will not pass the course.

Consideration in scoring is given to those whose demonstrate significant growth in skills as compared with their first submitted recording (the pre-course recording).

Final recording details: Attendees may submit recordings of their work in their real-plays with other students/practitioners from the training week they feel demonstrate competence in MI. Real-plays gathered outside the classroom are permissible as well, provided that all university protocols and/or agency protocols regarding confidentiality and informed consent are strictly adhered to. MINT adherent forms are provided in course materials and in this syllabus; agency forms should be procured from the originating agency and their protocols should be followed.

**COMPETENT PRACTICE RECORDING DUE:** (POINTS: 31)       
by noon on June 6, 2014

**University-Enrolled Student Grading Criteria:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation (text exam)</td>
<td>20 points</td>
</tr>
<tr>
<td>(sound-test recording received)</td>
<td>1 point</td>
</tr>
<tr>
<td>Present Attendance (attending each class) (pass/fail)</td>
<td>36 points</td>
</tr>
<tr>
<td>Participation (engaging actively in each class) (pass/fail)</td>
<td>12 points</td>
</tr>
<tr>
<td>Performance (competent demonstration of skills compared with pre-)</td>
<td>31 points</td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
</tr>
</tbody>
</table>

**ASU Graduate School Grading Scale (given by %):**

- A = 95-100
- A- = 90-94
- B+= 86-89
- B = 83-85
- B- = 80-82
- C+= 76-79
- C = 73-75
- C- = 70-72
- F = Less than 70

**Overall Expectations of the Instructor**

1. **Attendance and Participation:** I trust that students will give the same commitment to their peers in this professional training course that they would to their future clients. Peers rely on classmates to be present and participatory to provide feedback and interaction. Students are expected to arrive on time to class, stay for the duration of the class meeting, and participate fully.

2. **Readings and Assignments:** Do them. Do them on time.
3. **Writing Style:** All work is expected to be of graduate level caliber. Papers (should one be assigned) should be written using current (6th Edition) APA style except when specifically indicated otherwise by the instructor.

4. **Timely Submission of Assignments:** It is expected that all assignments will be submitted by the deadlines noted in this syllabus. Late assignments will not be accepted except in extraordinary circumstances that are pre-approved by instructor. Assignments are due at the beginning of class.

5. **Electronic/Interactive Communication Devices:** Cell phones, notebook/tablet computers, etc are one way of communicating with others and the world around us. Another way, one which adds to the depth of experience in the present moment, is communicating with the fullness of our presence (words, thoughts and actions) with those immediately around us. The efficacy of counseling itself lies in the present experience of the moment with others. Students are, therefore, asked to deactivate these devices prior to the class starting. Cell phones (etc) may be checked (etc) while on scheduled breaks during the class. As a professional counselor you will find most schools and agencies have strict policies in place for staff use of cell phones and other devices that distract from attending to clients/kids. Therefore, please give your classmates the same quality of respect and attention that you would give your future kids/clients. If you are unable act in a professional manner you may be asked to leave the class.

**ASU Policies**

**Statement on Student Engagement with Courses:** The following statement has been approved by the Faculty Senate and the Academic Policies and Procedures Committee: In its mission statement, Appalachian State University aims at “providing students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers” as well as “maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students.” Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

**Inclement Weather:** In the event of serious weather problems that could affect the safety and well-being of students and/or the instructor traveling from off-campus, the instructor will consult with the department chair and make a decision regarding whether class will be held. In the event that class is postponed, students will be contacted by email. Students are responsible for checking messages before leaving for class. As an additional resource, students (who are so-willing) and the instructor may work out a phone tree during the first class meeting, so that students know who to contact in the event that they are not able to access email. Classes postponed due to inclement weather will be rescheduled or compensated for through other arrangements or assignments.

**Religious Observance:** Students are allowed a minimum of two excused absences each academic year for religious observances. Students are responsible for requesting an excused absence no later than three weeks after the first class day of the term. Students will have the opportunity to make up tests or other work missed.
Disability Services: Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University’s courses, programs and activities, please contact the Office of Disability Services (828.262.3056 or www.ods.appstate.edu). Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

Attendance Policy: It is the policy of Appalachian State University that class attendance is an important part of a student’s educational experience. Students are expected to attend every meeting of their classes and are responsible for class attendance. Since attendance policies vary from professor to professor, students should refer to the course syllabus for detailed information. Regardless of what reasons there may be for absence, students are accountable for all academic activities, and faculty may require special work or tests to make up for the missed class or classes. In addition, faculty members are required to make reasonable accommodations for students requesting to miss class due to the observance of religious holidays. All ASU students are allowed a minimum of two absences per year for religious observances. Up to two absences for such observances will be excused, without penalty to the student, provided that the student has informed the instructor in the manner specified in the syllabus. Notice must be given by the student to the instructor before the absence occurs and no later than three weeks after the start of the semester in which the absence(s) will occur. Arrangements will be made to make up work missed by these religious observances, without penalty to the student. For the purposes of this policy, ASU defines the term “religious observance” to include religious holidays, holy days, or similar observances associated with a student’s faith that require absence. Faculty, at their discretion, may include class attendance as a criterion in determining a student’s final grade in the course. On the first day of class, faculty must inform students of their class attendance policy and the effect of that policy on their final grade; both policies must be clearly stated in the class syllabus. A student who does not attend a class during one of its first two meetings may, at the discretion of the academic department, lose her or his seat in that class. Further, if a class meets only one time per week – e.g., a laboratory or an evening class – the student must attend the FIRST meeting of that class or risk losing her or his seat.

ASU Academic Integrity Code:

I. Introduction

Appalachian State University’s Academic Integrity Code is designed to create an atmosphere of trust, respect, fairness, honesty, and responsibility. The Academic Integrity Code outlines “user-friendly” procedures and mechanisms for resolving alleged violations of academic integrity. The Academic Integrity Code is the result of cooperation among Appalachian’s faculty, students, and administrators, and promotes a campus dialogue about academic integrity. All members of the Appalachian State University community are responsible to promote ethical learning environment.

II. The Academic Integrity Code

Students attending Appalachian State University agree to abide by the following Code:

- Students will not lie, cheat, or steal to gain academic advantage.
- Students will oppose every instance of academic dishonesty.
Students shall agree to abide by the Academic Integrity Code when submitting the admission application. You may access the Academic Integrity Code at the following link: http://studentconduct.appstate.edu/

APPENDICES ATTACHED BELOW…
CLIENT PERMISSION FORM  
(SAMPLE)

This is a sample form for obtaining a client’s permission to be recorded. This is only an example; your organization/agency may have a specific form or process in place that needs to be used. Any form that has the client’s name or identifying information is to remain in the client’s chart.

~~~ DO NOT RETURN THIS FORM ~~~

(ANONYMOUS) CLIENT’S PERMISSION TO BE AUDIO TAPE

I understand that my clinician is participating in a training project about interviewing and clinical skillfulness. I give my permission for my clinician to audiotape one of our treatment sessions. I understand that my clinician will send this recording to the course instructor, where it will be reviewed by experts in motivational interviewing FOR THE PURPOSE OF EVALUATING MY THERAPIST. Neither my name nor any information about me will be given to this instructor. I also understand that the recording or digital file will be destroyed when my therapist has completed the coaching/evaluation process, but no later than by July 1, 2014.

I understand that I am free to refuse audio-taping of my session without any impact on the care I receive. I understand that a signed copy of this form will remain in my file.

Client’s name (printed or typed) ______________________________
Client’s signature ___________________________ Date __________
Clinician’s signature ___________________________ Date __________

~~THIS FORM MUST BE RETURNED WITH YOUR FINAL AUDIO WORK SAMPLE~~
CLINICIAN CERTIFICATION OF CLIENT PERMISSION

I (print attendee/clinician’s name)________________________ do certify that I have obtained this audio-recorded work sample of this behavior change session with the client’s permission and knowledge. I have placed a signed copy of the client’s written permission to tape this session in the client’s file in the agency where the recording was made.

Signature of clinician _________________________________

Date __________________________

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~OR~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

STUDENT’S CERTIFICATION OF REAL-PLAY CLIENT PERMISSION

I (print student’s name)______________________________ do certify that I have obtained this audio-recorded work sample of this behavior change session with the real-play client’s permission and knowledge. I have retained a signed copy of the real-play client’s permission to tape this session.

Signature of student _________________________________

Date __________________________

~~THIS FORM MUST BE RETURNED WITH YOUR FINAL AUDIO WORK SAMPLE~
MI FINAL WORK SAMPLE SUBMISSION FORM

Practitioner / Student Name: ________________________________

Date of Submission (uploaded or mailed): ____________________________

Type of file:
    ______ Digital file uploaded via Hightail in MP3 or MP4 format
    ______ Digital file uploaded via Hightail in WAV. format

Date of Audio: ______________    Length of Audio: ______________

    ______ This recording is of an actual patient/client encounter
    ______ This recording is of a “real-play” addressing a real behavior change issue

What is Your Change Target? This target behavior will be used to assess change talk in the session and evaluate the appropriateness of MI for this interaction. (In 50 words or less)

Describe the Context of the Session (setting, type of practice, type of client, and anything else that will help the coders understand the session - In 150 words or less)

State the goal of the session. Why was MI selected for this situation? Why was this client selected? (In 150 words or less)

After listening to your session, describe what you see as strengths in your MI practice that are demonstrated in this sample. Give examples when possible. To help us find this, give us the approximate time when these MI strengths occur on the recording. (In 150 words or less).

Give an example of an area/s that you might like to see improvement from an MI perspective. (In 150 words or less)

Practitioner / Student Name Printed    Practitioner / Student Signature and Date
PRE-TRAINING WORK SAMPLE INSTRUCTIONS

1. Purchase or borrow a digital audio recorder with capacity to upload onto computer digitally recorded sessions into MP3, MP4, or WAV formats. Cell phones are not confidential recording tools and may not under any circumstances be used for any practice or assignments in this course.

2. Go to Hightail.com. Open a FREE account in your name – the same name used in class.

3. Find an acquaintance (students) or client (practitioners) willing to meet with you for 20 minutes to discuss a behavior change they are thinking about making, but are ambivalent about (they feel stuck because they feel strongly both that they need to change and, at the same time, really do not want to change). Describe the assignment to that person simply as “an assignment for my summer counseling course/training that requires me to discuss some kind of behavior change with someone who can’t decide if they want to and are able to make that change” – tell them that it is your job in the recording to assist them in making that change. Help him/her brainstorm potential behavior changes they may have been considering making. Do not choose an overly-compliant subject – this needs to be a real real-play experience for you.

4. Fill out the appropriate CCP form prior to recording the session; turn in a copy Tuesday.

5. Record the 20 minute session. Upload it to computer. Send it to graveseg@appstate.edu via Hightail online program in one of the acceptable formats by no later than noon on May 26.

Three Best Ways to Ruin Your Real-Play

1. CHOOSING THE WRONG PERSON TO DO THIS WITH
   - You might know them too well and assume too much.
   - It might get very awkward when the conversation goes deeper and a tacit agreement to keep it superficial comes into play.
   - They might:
     - want to help you too much or be a “good patient”
     - not really be ambivalent about the issue or not willing to talk about it
     - might choose a topic that is not appropriate for behavior change

2. CHOOSING A SETTING NOT CONducIVE TO RECORDING A SESSION:
   - In the middle of a busy office, in your kitchen, at the coffee shop, or walking down the street, or after dinner and drinks at their/your house

3. CHOOSING THE WRONG EQUIPMENT:
   - Your phone, your video camera, your cassette recorder
   - Some other mobile device that is handy on the spur of the moment but not so reliable for the quality of the recording
POST-TRAINING WORK SAMPLE INSTRUCTIONS

1. Follow the same procedures as used in the first recording you sent prior to the course.
2. Find an acquaintance (students) or client (practitioners) willing to meet with you for 20 minutes to discuss a behavior change they are thinking about making, but are ambivalent about (they feel stuck because they feel strongly both that they need to change and, at the same time, really do not want to change). Describe the assignment to that person simply as “an assignment for my summer counseling course/training that requires me to discuss some kind of behavior change with someone who can’t decide if they want to and are able to make that change” – tell them that it is your job in the recording to assist them in making that change. Do not choose an overly-compliant subject – this needs to be a real real-play experience for you.

3. Fill out the appropriate Certification of Client Permission (CCP) form prior to the session.

4. Record the 20 minute session.

5. Upload the session to computer.

6. Complete the Final Work Sample Submission Form (FWSS).

7. Scan and save in PDF both the CCP and the FWSS forms. Send them both in an attachment via email to graveseg@appstate.edu. The subject line of the email should have the student/attendee’s name and indicate that the CCP and FWSS forms are attached (e.g., “Elizabeth Graves – attached CCP & FWSS).

8. Within 60 minutes of the CCP and FWSS forms being emailed to the instructor, send the audio file to graveseg@appstate.edu via Hightail online program in one of the acceptable formats. The deadline for submission of these documents and recording is noon on Friday, June 6, 2014.

~~~ SEE BELOW FOR SUGGESTIONS AND CRITERIA FOR FINAL WORK SAMPLE~~~
FINAL AUDIO RECORDING SUBMITTED FOR REVIEW MUST MEET THE FOLLOWING CRITERIA:

1. You must be the only person providing MI in the recording.

2. Recording submitted must be an individual counseling session with an actual client/real-play client:
   - **No role-play** is acceptable. Role-plays include the reading of a transcription from an actual session with a client, or having an actor/friend/coworker pretend to be an actual client.
   - If you cannot conduct and record an actual client session, you may conduct a real-play, provided that the conversation focuses on a real behavior change and is conducted with a person willing to discuss the real issue with you (for additional guidance, see attached “Three Best Ways to Ruin a Real-Play” sheet).

3. There must be a **clearly identified change target** specified on your final work sample submission form (FWSS form). This target behavior will be used to evaluate/rate your session.

4. The recorded work sample submission of MI use must be at least **20 minutes** of continuous duration, with no stopping, editing or interruptions of recording. If a longer recording is provided, the reviewers will rate the first 8 minutes and the last 12 minutes of the recording.

5. There are two (2) forms regarding client’s permission that must be filled out prior to recording:
   - a. **Client Permission Form**: You must obtain and retain the client’s signed permission for the recording of the session prior to the session. A sample form is provided in this syllabus, although your agency may require different wording or have a specific form that you must use. (DO NOT submit this form. If you are conducting a “real-play” you must still ask the person to sign this form, and retain this in your own file. Again, do NOT submit this form as it violates instructor expectations for client/real-play person’s confidentiality).
   - b. **Clinician/Student Certification of Client Permission Form**: This needs to be completed at the time of the session recording.

6. The recording should **NOT** include use of the client’s full name or other identifying information.

7. On the recording, both your voice and the client’s voice must be clearly audible. This is best accomplished with the use of external microphones (not just the one built into the recorder). Inaudible recordings will be returned as “unacceptable.” **Digital sound recordings are required. VIDEO RECORDINGS WILL NOT BE ACCEPTED.**

8. To provide further protection for the client and clinician, it is **recommended** that the recording begin with the client explicitly stating:
   - His/her knowledge and permission to conduct the recording,
   - He/she understands that the recording will be reviewed by the Motivational Interviewing course instructor to evaluate the clinician’s competency. Although this step is recommended, it is **not** required, if the appropriate permission form is completed (**Client Permission Form**).
RECOMMENDATIONS FOR HOW TO SUBMIT
~ A SUCCESSFUL RECORDING OF YOUR FINAL CLIENT SESSION ~

1. Know your organizational policies and procedures for recording a client session:
   a. Most organizations have client consent forms that need to be signed by the client/patient.
   b. Check procedures for sending recordings outside of your organization for external review.
      i. Ensure that no PHI (protected health information) is included on the recording.
      ii. Confirm that your client has granted you permission to submit this recording for external review for educational purposes by signing and submitting the Clinician Certification of Client Permission Form. This signed form is required for recording to be reviewed.

2. Assemble all equipment and materials needed for recording in one place:
   a. Digital recordings only are accepted.
   b. The best quality recordings use external microphone (not the recorders’ internal microphone).
   c. Test your equipment prior to recording your client.
      i. check the audio quality
      ii. position of the recording
      iii. practice downloading recordings from the recorder to the computer
      iv. have all of the forms available and ready for completion

3. Identify potential clients for recording:
   a. The purpose of MITI-coding your recording is to evaluate your MI skills.
   b. You must be able to identify a specific target behavior for change with your client for the purpose of MITI-coding.

4. Set up the equipment prior to the recording:
   a. Test the sound and placing of the recorder/microphone.
   b. Discuss the plan with your client; complete consent/permission forms (2). If possible, ask your client to provide verbal permission at the beginning of the recording.
   c. Record your client session.

5. Download the recording from the digital recorder to the computer:
   a. The most successful recordings are in mp3 format.
   b. Many recorders have options for what type of file is exported or have computer software that can help with formatting and preparing the file.
   c. Preparing/formatting the file yourself increases the likelihood of a successful review process.
   d. Name the audio file to include your last name. (Example: Elizabeth Graves MI Institute 2014 FINAL.mp3).

6. Listen to your recording:
   a. Prior to submitting your recording, listen to the recording to make sure that the voices are audible for the entire session. Submit the session via Hightail account after you have verified that the recording is audible and acceptable.