

Using video as a motivational interviewing assessment tool

Using video to assist students in developing their motivational interviewing skills for use in the work environment

The aim

The tutor introduced video as an assessment tool in the Changing Health Behaviour module at Level 6 to assist students who wish to work as Public Health Nutritionists.

The aim was to enhance the student experience by assessing the students in a way that was beneficial to the learning process and applicable to the subject area, developing the skills required to be a Public Health Nutritionist.

Benefits

- Video assessment allows the students to keep a record of their progress throughout the module
- Students have the opportunity to provide feedback on their performance using the marking for the module as part of the assessment process
- The tutor can mark the work anywhere as long as there is an internet connection
- Students commented that the video feedback helped them to learn new skills and gave some actual practice to the theory

The approach

The module leader introduced an assessment approach in the Changing Health Behaviour module that aimed to measure the students' social and verbal interaction skills when communicating with future clients. This is a Level 6 module focusing on a method of psychotherapy to help clients change key health behaviours.

To get the students used to the software and to record a 'baseline' consultation the tutor asked the students to produce a 15 minute video of a conversation with their friends or housemates. The aim for the student was to be helpful during the conversations. These videos were saved to a private YouTube channel set up by the tutor which only the tutor and students could access.

In Semester 1, the students began their training on the course. Mid-way through the semester they submitted a second 15 minute video. This time the tutor had arranged for a professional actor to be part of the assessment and the student once again was asked to be as helpful as possible and apply the motivational interviewing skills they had been practising in class.

The tutor typed up feedback for the students on how they had performed, providing constructive suggestions on how they may change their approach to achieve a better result for themselves and for the client. In addition to the tutor providing feedback the students were also asked to submit their own feedback of their performance to the tutor for him to review, which incorporated their rationale for improving their approach to interviewing. The tutor released the feedback at the same time as the student submitted their feedback so they were not influenced by each other.

The tutor produced his own structured feedback grid/sheet in word format. Students used the same marking grid as the tutor to ensure consistency. Asking the students to provide their own feedback made them focus on the criteria and assess whether they had met this within their motivational interview. All feedback was uploaded to the Grade Centre and, when accessing this, student had access to their videos via YouTube along with the feedback grid/sheet.

Students were also filmed for their final assessment. The third task involved a further 15 minute counselling session where a trained therapist acted as a client seeking help with an issue (e.g. weight management). In the analysis of the recordings the students'

“This is much more like real life”

- **Level 6 Student**

Profile

Tutor name:
Trevor Simper

Faculty:
Sheffield Business School

Size of cohort:
Medium (50+ students)

Technologies used:
Recording equipment, YouTube, Microsoft Word, Blackboard Grade Centre

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The approach (continued)

behaviours were ‘counted’ (e.g. ratio of open to closed questions would be commented on, as in the context of effective counselling more open questions equal a better outcome). Feedback was given orally and in a written format uploaded to the Grade Centre.

Internal and external moderation was facilitated online by providing a sample of the video clips, rubric and written feedback.

The outcome

Using technology to facilitate student learning has provided the following outcomes:

- Fit for purpose – students are assessed in a way that is beneficial to the learning process and applicable to the subject area. A questionnaire or literature review would not test the skills required to be a Public Health Nutritionist
- Students receive coaching along the way, being able to learn from their peers and take part in a practical assessment task
- Seeing the students taking part in a practical assessment allows the provision of constructive comments to improve motivational interviewing techniques
- Although some students were unsure about the approach at first ...
“I was too self-conscious making the first video it didn’t feel natural.”
- ... the students did comment that producing the videos and receiving the video feedback ...
 - *“it actually helped me a lot with my future career.”*

Future development

The tutor plans to develop his online practice further by:

- Integrating audio feedback to provide a more personal form of feedback to the students in future assessments
- Reviewing the possibility of using Helix Server in the university to store the videos in order to keep the assessment in-house for security purposes
- Continue to use videos for research papers to develop the work of motivational interviewing - explaining the value and worth of the training

Recommendations

The tutor suggests that anyone interested in developing this approach consider the following:

- Video recording students can cause some anxiety so it is essential that time is taken to explain why this form of assessment will enhance their learning experience
- You need to ensure equipment is in place to record presentations (Moviepro on iPad with a guerrilla grip)
- Time taken for module leader to setup and configure YouTube site for videos to be uploaded