COURSE NUMBER: SOWO 764
COURSE TITLE: Motivational Interviewing
SEMESTER & YEAR: Spring 2017
INSTRUCTOR: Marty Weems, LCSW, LCAS
Tate-Turner-Kuralt Bldg., Rm. 355
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E-mail: weems@email.unc.edu

OFFICE HOURS: By appointment
CLASS SCHEDULE: Mondays from 2:00–4:50 pm, January-March

OFFICE HOURS: By appointment

COURSE DESCRIPTION:
This course presents the theoretical basis of motivational interviewing (MI), the principles of this counseling approach, and the key strategies for facilitating effective discussions with persons about behavior change.

COURSE OBJECTIVES:
By the end of this course, students will
1. Understand what motivational interviewing is and what it is not.
2. Understand the central concepts of ambivalence and discrepancy as well as the rationale for motivational interviewing in facilitating behavioral change.
3. Understand the basic components and therapeutic principles undergirding motivational interviewing strategies, and the ways in which these strategies can create a climate and impetus for changing behavior.
4. Be knowledgeable about the research and evidence-base underlying motivational interviewing, particularly as the approach pertains to diverse clients and settings.
5. Be able to delineate the philosophy and spirit that characterize the motivational interviewing approach as well as the relevancy of that philosophy to social work ethics and values.
6. Demonstrate a beginning mastery of the skills involved in motivational interviewing and be able to apply those skills to specific behavioral- and health-related challenges. Identify personal challenges, areas of growth, and steps needed to continue developing motivational interviewing skills and to enable consistent use of those skills.
7. Recognize the importance of transitioning clients from motivational interviewing to other therapies when indicated to facilitate the client’s continued movement toward change.
In addition, at course completion students will demonstrate a beginning proficiency in the following skill areas:

1. Reflective listening and responding to build rapport needed to engage clients
2. Assessing a client’s readiness for change on multiple levels
3. Eliciting self-motivating statements and supporting self-efficacy
4. Helping clients establish and maintain a change plan

EXPANDED DESCRIPTION:

Even when clients wish to make important changes in their life — such as stopping certain behaviors, adopting a healthier lifestyle, or complying with a treatment regimen — making behavioral changes can be challenging. This advanced direct practice elective course introduces students to the theoretical basis of motivational interviewing (MI), the basic principles of the MI counseling approach, the MI philosophy, and skill sets. Motivational interviewing is a directive, client-centered, evidence-based practice modality used to help clients explore and resolve ambivalence about making needed changes. The knowledge and skills learned in this course will be applicable to a wide range of diverse kinds of settings, problems, and populations. Students will have the opportunity to learn and practice MI strategies in an in-depth manner. Each session will include a brief lecture, videotaped or live demonstrations of MI, and guided practice sessions. Students will have choices on some of the readings to ensure that these assignments match their interests and settings.

REQUIRED TEXT/READINGS:


Class handouts will be used extensively in this course; handouts will be provided in advance of the classes and students are responsible for reviewing handouts in preparation for class activities.

Motivational interviewing website: [http://motivationalinterviewing.org](http://motivationalinterviewing.org)

TEACHING METHODS:

Teaching methods used in this course will include the following:

1. Brief lectures on the theoretical underpinnings, basic principles, and intervention strategies of motivational interviewing and rationale for using MI;
2. In-person and recorded demonstrations of ways to implement motivational interviewing skills;
3. Practice/demonstration skill sessions in triads or larger groups
4. Providing and receiving peer feedback.

The development of a supportive learning environment that reflects the values of the social work profession is essential for the success of this class. A supportive learning environment is fostered by listening to the ideas and views of others; being able to understand and appreciate a point of view that differs from your own; articulating your point of view clearly and concisely; and linking experiential activities to course content, readings, and assignments. I will appreciate your contributions to making this a safe and respectful class for learning and growth, particularly by giving honest and constructive feedback to your peers.

CLASS ASSIGNMENTS:

Progress and achievement of the course objectives will be evaluated on the following three criteria:
1. **Class participation (34%)** – This evaluation component encompasses class attendance, thoughtful participation and meaningful contributions to class discussions, active involvement in the skill practice sessions, and completion of homework assignments.

2. **Critical Thinking Paper (33%)**
   
   **PAPER DUE AT THE BEGINNING OF CLASS ON 2/20/17**

   The purpose of this paper is to apply Motivational Interviewing (MI) to a client with whom you are working and analyze its application. Analyze the case **drawing explicitly from course material**. The paper should include the following elements:

   A. A brief description of the client and the current context including why you think MI may be a suitable approach.

   B. Strengths and limitations of using MI. This section must be informed by empirical research. You should consider the client problem, treatment context, culture of the client, and so on.

   C. Exploration of other models that may be used in conjunction with Motivational Interviewing. Is MI an effective approach to use on its own with the client? Why or why not? What other therapies might you recommend to augment your work with the client and why? This should also be informed by research!

   **APA format is required.** Papers are to include citations that incorporate relevant course readings and empirical research. Each paper should be 7-8 pages double-spaced.

3. **Final Exam (33%)**

   **2/27/17 - LAST CLASS SESSION**

   The final exam will consist of multiple choice questions that illustrate a dialogue between a client and therapist; from the list of possible answers, you will identify which choices would be an appropriate way for the MI therapist to respond to what the client has stated. You will be required to identify the specific MI technique or strategy used in the response. The final exam will also include concept questions, matching questions, and short-answer questions. The exam will cover information from class discussions, lectures, and assigned readings.

   **GRADING SYSTEM:**

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   \begin{align*}
   H &= 94–100 \\
   P &= 80–93 \\
   L &= 70–79 \\
   F &= 69 \text{ or less}
   \end{align*}
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   **POLICY ON INCOMPLETES AND LATE ASSIGNMENTS:**

   If an assignment is late, (i.e., not submitted **at the beginning of class** on the due date), **the paper will not be accepted without prior approval for late submission. This will result in a score of 0!** Please plan accordingly!! I prefer not to give a grade of Incomplete and will do so only in strict compliance with University policy.

   **POLICY ON ACADEMIC DISHONESTY:**

   Please refer to the **APA Style Guide**, the SSW Manual, and the SSW Writing Resources webpage (**http://ssw.unc.edu/students/writing**) for information on proper attribution of quotes, citing paraphrases of sources, how to avoid unintentional plagiarism, and appropriate use of assistance in preparing assignments. All written assignments should contain your signed pledge, "**I have not given or received unauthorized aid in preparing this written work.**" (Place this statement at the bottom of your title page.) In keeping with the UNC Honor Code, if reason exists to believe academic dishonesty has occurred, the case will be referred to the Office of the Student Attorney General for investigation and further action as required.
ACCESSIBILITY AND RESOURCES SERVICES:
The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website [http://accessibility.unc.edu](http://accessibility.unc.edu), or 919-962-8300 or Email; accessibility@unc.edu. A student is welcome to initiate the registration process at any time, however, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester. Please contact ARS as early in the semester as possible.

WRITING SUPPORT:
Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School’s Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a learning opportunity for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com. In addition, see the Writing Resources and References page on the School’s website (under the Current Students tab: [https://ssw.unc.edu/students/writing](https://ssw.unc.edu/students/writing)).

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<thead>
<tr>
<th>MOTIVATIONAL INTERVIEWING COURSE OUTLINE</th>
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<tbody>
<tr>
<td><strong>Class 1: Course Overview and Introduction to Motivational Interviewing (MI)</strong> 1/23/17</td>
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<tr>
<td><strong>Concepts:</strong></td>
</tr>
<tr>
<td>▪ Syllabus overview and course schedule</td>
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<td>▪ Spirit of MI</td>
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<td>▪ Treatment philosophy</td>
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<tr>
<td>▪ Principles of MI</td>
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<td>▪ Stages of learning MI (Handout)</td>
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<tr>
<td><strong>Required Reading:</strong></td>
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<tr>
<td>▪ Miller &amp; Rollnick — Chapters 2 &amp; 3</td>
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<td><strong>Class 2: Engagement &amp; Opening Strategies 1/30/17</strong></td>
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<tr>
<td><strong>Concepts:</strong></td>
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<tr>
<td>▪ Engagement skills</td>
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<td>▪ Listening skills</td>
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<tr>
<td>▪ Traps</td>
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<tr>
<td>▪ DVD &amp; Practice- OARS (Open-ended questions, Affirmations, Reflections, Summaries):</td>
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<td><strong>Required Reading:</strong></td>
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<tr>
<td>▪ Miller &amp; Rollnick — Chapters 4, 5, &amp; 6</td>
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<td>▪ Motivational Interviewing: The Basics</td>
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<td><strong>Class 3: Focusing 2/6/17</strong></td>
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<td><strong>Concepts:</strong></td>
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<td><strong>Required Readings:</strong></td>
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<tr>
<td>▪ Miller &amp; Rollnick, Chapters 7, 8, 9, &amp; 10</td>
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- Agenda Setting/Mapping
- Directing, following, guiding
- Exploring goals
- Practice- Focusing & OARS

**Class 4: Evocation**  
2/13/17

*Concepts:*
- Ambivalence
- Change talk versus Sustain talk; DARN-CAT (Desire, Ability, Reason, Need — Commitment, Activation, Taking Steps)
- Evocation techniques
- DVD & Practice- Recognizing and eliciting change talk, picking flowers

**Required Reading:**  
- Miller & Rollnick – Chapter 12, 13, 14

**Class 5: Handling Resistance**  
2/20/17

*Paper Due*

*Concepts:*
- Responding to clients struggling with change
- Techniques: Feedback and advice, complex reflections, MI sandwich, coming alongside...
- DVD & Practice – Responding to resistance

**Required Readings:**  
- Miller & Rollnick – Chapters 11 & 15

**Class 6: Planning & Applications of MI**  
2/27/17

*Concepts:*
- Developing a change plan
- Strengthening commitment
- Applying MI to specific populations and problems

**Required Reading:**  
- Miller & Rollnick – Chapters 19 & 20

Choose two of the following articles:

**Class 7: Wrap up & Class Evaluations**  
3/6/17

*Final Exam*

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**Additional Resources for Further Study in Motivational Interviewing:**

