## THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

## SCHOOL OF SOCIAL WORK

**COURSE NUMBER:** SOWO 764
**COURSE TITLE:** Motivational Interviewing
**SEMESTER:** Spring 2020
**INSTRUCTOR:** Betsy (Sarah E.) Bledsoe, PhD, MPhil, MSW
Tate-Turner-Kuralt Bldg., Rm. 524-C
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 E-mail: bledsoe@email.unc.edu
**OFFICE HOURS:** By appointment
**CLASS SCHEDULE:** Tuesdays from 2:00 – 4:50 pm, March - May

## 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 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, such as problematic substance use, medication adherence, adopting a healthy lifestyle and other behavior changes.
7. Identify personal challenges, areas of growth, and steps needed to continue developing motivational interviewing skills and to enable consistent use of those skills.
8. 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

*THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE REMAINING PORTION OF THE SYLLABUS IF REQUIRED TO BEST MEET THE LEARNING OBJECTIVES OF THE COURSE.

**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**
Miller, W., & Rollnick, S. (2013). *Motivational interviewing: Helping people to change* (3rd ed.). New York, NY: Guilford Press.

Class handouts will be used 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**

**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 dyads or larger groups; and
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.

**Inclusivity:** To promote an inclusive classroom environment the instructor will endeavor to use gender-neutral pronouns (they/them/their) and encourages students to do the same unless you know an individual and you know the pronoun they use.

**Trauma Content:** This course includes some intense content related to traumatic events experienced by children, adolescents, and/or adults. Students may experience strong reactions related to their own trauma history, or related to their lack of previous exposure to detailed accounts of harm that children and adults experience. Students may find themselves emotionally triggered or possibly overwhelmed, as well as having judgmental thoughts (e.g., about victims, caregivers, and perpetrators of harm). Students are encouraged to develop and use self-care strategies during class sessions and when reading and/or completing assignments for class. Students may have strong reactions that are more safely processed outside of the classroom and with appropriate support from the instructor or with professional support. In the event that students experience significant distress, please notify the instructor. The instructor will seek to foster a safe classroom environment in which learning may occur. This includes setting guidelines for safe behavior collaboratively with students, preparing students for graphic case material, and utilizing alternative assignments when determined to be beneficial.

**ATTENDANCE AND PARTICIPATION**
Attendance at all class sessions is expected; it is important to be on time so as not to disrupt class or miss material. In order to fully participate in and benefit from each class session, students must complete required readings and come to class prepared to discuss and apply those reading to case examples. We will be covering a great deal of information in each class. If you will not be able to attend a class, let the instructor know as soon as possible. It is your responsibility to obtain handouts, information about class content, and information about announcements, etc., from your classmates if you

are unable to attend a class. **Students with more than one absence will receive an "L" unless they have made prior arrangements with the instructor. Students with more than two absences will receive an "F" unless they have made prior arrangements with the instructor.** In cases of emergency students should contact the instructor as soon as it is safe to do so.  This policy can be waived at the discretion of the instructor.

**Policy on the Use of Electronic Devices in the Classroom:** Use of electronic devices for non-class related activities is prohibited. Electronic devises should be silenced or put on vibrate during class. If necessary, please step out of class prior to answering or making phone calls. Laptop computers or tablets are welcomed in the classroom for note taking and other activities that enhance student learning and class participation. Please do not use electronic devices in any way that may detract from your participation or the learning experience of other students in the class.

## READING ASSIGNMENTS
Students are responsible for reading all assigned material before the class date for which the readings are assigned, with the exception of material assigned for Week 1.

## 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 4/14/20. PAPERS SHOULD BE SUBMITTED VIA DROPBOX IN SAKAI AND IN HARD COPY AT THE BEGINNING OF CLASS.**

   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%)**
   **4/21/20 - 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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| H = 94–100 | L = 70–79 |
| P = 80–93 | F = 69 or less |

## POLICY ON ASSIGNMENT SUBMISSION, INCOMPLETES, AND LATE ASSIGNMENTS
All papers and assignments are to be submitted in hard copy to be handed in during class and electronically to the Drop Box in our Sakai site. Assignments are due at the beginning of class on the dates noted on this syllabus. *Your paper*

*should contain your PID# and honor code pledge.  Do not put your name in the body of the paper that you submit to Sakai, instead use your PID# as a running head on each page. Following these directions will be reflected in your grade.*

Assignments should be completed on time. Late assignments are strongly discouraged. If a situation arises that prohibits you from completing the assignment on time, a request for an extension must be made in advance of the due date. Approved extensions will not affect the grade. If approval for late submission is not granted before breaking a deadline, the grade will automatically be reduced 10%, and another 10% reduction will occur each day, including weekends. In case of an emergency, a late paper may be accepted without penalty at the discretion of the instructor. However, the student must alert the instructor to the emergency within a reasonable time period and negotiate a new due date with the instructor in order for any late penalty to be waived. A grade of "Incomplete" will be given only in extenuating circumstances and in accordance with SSW and University policy.

**POLICY ON ACADEMIC DISHONESTY**
Please refer to the APA Style Guide, The SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work".
In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

**ACCESSIBILITY AND RESOURCES SERVICES**
The School of Social Work aims to create an educational environment that supports the learning needs of all students. 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.  The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations.

If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at http://accessibility.unc.edu, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students.  In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

**Equal Opportunity and Compliance (EOC) Statement:** Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance/Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu) to discuss your specific needs. Additional resources are available at safe.unc.edu.

**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).

## MOTIVATIONAL INTERVIEWING COURSE OUTLINE

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| **Class 1: Course Overview and Introduction to Motivational Interviewing (MI)**<br>**3/3/20**<br>*Concepts:*<br>▪ Syllabus overview and course schedule<br>▪ Spirit of MI<br>▪ Treatment philosophy<br>▪ Principles of MI<br>▪ Stages of learning MI  (Handout) | **Required Reading:**<br>▪ Miller & Rollnick — Chapters 2 & 3<br>▪ Miller, W. R., & Rollnick, S. (2009). Ten things that motivational interviewing is not. *Behavioural and Cognitive Psychotherapy, 37*, 129-140. doi:10.1017/S1352465809005128 |
| **Spring Break**<br>**3/10/20** | **No Class** |
| **Class 2: Engagement & Opening Strategies**<br>**3/17/20**<br>*Concepts:*<br>▪ Engagement skills<br>▪ Listening skills<br>▪ Traps<br>▪ DVD & Practice- OARS (Open-ended questions, Affirmations, Reflections, Summaries): | **Required Reading:**<br>▪ Miller & Rollnick — Chapters 4, 5, & 6<br>▪ Motivational Interviewing: The Basics<br>▪ Sobell, L.C., & Sobell, M.B. (2011). *Group therapy for substance use disorders: A motivational cognitive-behavioral approach.* New York, NY: Guilford Press. |
| **Class 3: Focusing & Evocation**<br>**3/24/19**<br>*Focusing Concepts:*<br>▪ Agenda Setting/Mapping<br>▪ Directing, following, guiding<br>▪ Exploring goals<br>▪ Practice- Focusing & OARS<br>*Evocation Concepts:*<br>▪ Ambivalence<br>▪ Change talk versus Sustain talk; DARN-CAT (Desire, Ability, Reason, Need — Commitment, Activation, Taking Steps)<br>▪ Evocation techniques | **Required Readings:**<br>▪ Miller & Rollnick, Chapters 7, 8, 9, & 10 |
| **Class 4: Evocation**<br>**3/31/20**<br>NO CLASS MEETING<br>▪ Library time for paper draft and planning<br>▪ Please bring any questions related to the paper to our next class meeting | **Required Reading:**<br>▪ Miller & Rollnick – Chapter 12, 13, 14 |
| **Class 5: Evocation & Handling Resistance**<br>**4/7/20**<br>*Evocation Concepts:*<br>DVD & Practice- Recognizing and eliciting change talk, picking flowers<br>*Handling Resistance Concepts:*<br>▪ Responding to clients struggling with change<br>▪ Techniques: Feedback and advice, complex reflections, MI sandwich, coming alongside…<br>▪ DVD & Practice – Responding to resistance | **Required Readings:**<br>▪ Miller & Rollnick – Chapters 11 & 15 |

| Class 6: Planning & Applications of MI 4/14/20 **Paper Due** *Concepts:* <ul><li>Developing a change plan</li><li>Strengthening commitment</li><li>Applying MI to specific populations and problems</li></ul> | **Required Reading:** <ul><li>Miller & Rollnick – Chapters 19 & 20</li><li>Moyers, T. B. (2011). Disseminating motivational interviewing in psychiatric and adolescent populations: Optimism and a few worries. *Canadian Journal of Psychiatry, 56*, 641–642.</li></ul> Choose two of the following articles: <ul><li>Musser, P. H., & Murphy, C. M. (2009). Motivational interviewing with perpetrators of intimate partner violence. *Journal of Clinical Psychology, 65*, 1218–1231. doi:10.1002/jclp.20642</li><li>Naar-King, S. (2011). Motivational interviewing in adolescent treatment. *Canadian Journal of Psychiatry, 56*, 651–657.</li><li>Westra, H. A., Avarim, A., & Doell, F. K. (2011). Extending motivational interviewing to the treatment of major mental health problems: Current directions and evidence. *Canadian Journal of Psychiatry, 56,* 643–650.</li></ul> |
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| **Class 7: Wrap up & Class Evaluations 4/21/20** **Final Exam** | |

## ADDITIONAL MOTIVATIONAL INTERVIEWING RESOURCES

Miller, W. R., & Rollnick, S. (2002). *Motivational Interviewing: Preparing people for change* (2nd ed.). New York, NY: Guilford Press.

Rollnick, S., Miller, W. R., & Butler, C. C. (2007). *Motivational interviewing in health care: Helping patients change behavior*. New York, NY: Guilford Press.

Arkowitz, H., Westra, H. A., Miller, W. R., & Rollnick, S. (Eds.). (2008). *Motivational interviewing in the treatment of psychological problems*. New York, NY: Guilford Press.

Naar-King, S., & Suarez, M. (2010) *Motivational interviewing with adolescents and young adults.* New York, NY: Guilford Press.