

**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SCHOOL OF SOCIAL WORK**



COURSE NUMBER: SOWO 764
COURSE TITLE: Motivational Interviewing
SEMESTER & YEAR: Spring 2019
INSTRUCTOR: Marty Weems, LCSW, LCAS
OFFICE: Tate-Turner-Kuralt Bldg., Rm. 355
 Phone: 843-9161
 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:

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

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>

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; 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.

COURSE EVALUATION:

1. Critical Thinking Paper:	33%
2. Final Exam:	33%
3. Participation:	34%

GRADING SYSTEM:

H = 94–100
P = 80–93

L = 70–79
F = 69 or less

REQUIREMENTS FOR ASSIGNMENTS:

Honor Code:

The Student Honor Code is always in effect in this course. The Instrument of Student Judicial Governance (<http://instrument.unc.edu/>) requires that you vouch for your compliance on all your written work. You must write the following pledge in full on each document title page: “I have neither given nor received any unauthorized assistance on this assignment.” Sign and date it. Students are also strongly encouraged to review the section on plagiarism carefully. All instances of academic dishonesty will result in disciplinary measures pre-established by the School of Social Work and the University.

APA and Written Assignments:

The School of Social Work faculty uses APA style as the format for papers and publications. The best reference is the Publication Manual of the American Psychological Association, 6th Edition (2009). The following web sites provide general information about documentation using APA: <http://library.concordia.ca/help/howto/apa.php> . By not abiding by APA, you will receive deductions on your assignments. Students are strongly encouraged to review the materials on the School of Social Work’s website <http://ssw.unc.edu/students/writing> .

Submitting Assignments:

Papers are due at the beginning of class by 2:00 p.m. unless other arrangements are specified before the due date. **A paper is considered late if it gets turned in at 2:05 p.m.** Do not forget to include the honor code. I do NOT accept late papers so plan accordingly. **A late paper will result in a score of 0!** Keep backups and don’t rely on having computers, servers, and email programs working perfectly before class. Please submit papers via Assignments in Sakai. Papers should be submitted using Microsoft Word.

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>).

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.

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.

CELL PHONE AND LAPTOP POLICY:

Cell phones are a disruption to the learning process. Students are expected to turn off their cell phones during class. Laptops are allowed in class in order to follow the power points and take notes on the lecture and will be used for some assignments where we need to access information as a group. If you are found to be on the computer during classroom discussions and activities your participation grade will be deducted.

OVERVIEW OF 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 2/18/19

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%)**

3/4/19 - 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.

MOTIVATIONAL INTERVIEWING COURSE OUTLINE

<p>Class 1: Course Overview and Introduction to Motivational Interviewing (MI) 1/14/19 <i>Concepts:</i></p> <ul style="list-style-type: none"> ▪ Syllabus overview and course schedule ▪ Spirit of MI ▪ Treatment philosophy ▪ Principles of MI 	<p>Required Reading:</p> <ul style="list-style-type: none"> ▪ Miller & Rollnick — Chapters 2 & 3 ▪ Miller, W. R., & Rollnick, S. (2009). Ten things that motivational interviewing is not. <i>Behavioural and Cognitive Psychotherapy</i>, 37, 129-140. doi:10.1017/S1352465809005128
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<ul style="list-style-type: none"> ▪ Stages of learning MI (Handout) 	
No class 2/21/19- HOLIDAY	
<p>Class 2: Engagement & Opening Strategies 1/28/19</p> <p><i>Concepts:</i></p> <ul style="list-style-type: none"> ▪ Engagement skills ▪ Listening skills ▪ Traps ▪ DVD & Practice- OARS (Open-ended questions, Affirmations, Reflections, Summaries): 	<p>Required Reading:</p> <ul style="list-style-type: none"> ▪ Miller & Rollnick — Chapters 4, 5, & 6 ▪ Motivational Interviewing: The Basics ▪ Sobell, L.C., & Sobell, M.B. (2011). <i>Group therapy for substance use disorders: A motivational cognitive-behavioral approach</i>. New York, NY: Guilford Press.
<p>Class 3: Focusing 2/4/19</p> <p><i>Concepts:</i></p> <ul style="list-style-type: none"> ▪ Agenda Setting/Mapping ▪ Directing, following, guiding ▪ Exploring goals ▪ Practice- Focusing & OARS 	<p>Required Readings:</p> <ul style="list-style-type: none"> ▪ Miller & Rollnick, Chapters 7, 8, 9, & 10
<p>Class 4: Evocation 2/11/19</p> <p><i>Concepts:</i></p> <ul style="list-style-type: none"> ▪ 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 	<p>Required Reading:</p> <ul style="list-style-type: none"> ▪ Miller & Rollnick – Chapter 12, 13, 14
<p>Class 5: Handling Resistance 2/18/19</p> <p>Paper Due</p> <p><i>Concepts:</i></p> <ul style="list-style-type: none"> ▪ Responding to clients struggling with change ▪ Techniques: Feedback and advice, complex reflections, MI sandwich, coming alongside... ▪ DVD & Practice – Responding to resistance 	<p>Required Readings:</p> <ul style="list-style-type: none"> ▪ Miller & Rollnick – Chapters 11 & 15
<p>Class 6: Planning & Applications of MI 2/25/19</p> <p><i>Concepts:</i></p> <ul style="list-style-type: none"> ▪ Developing a change plan ▪ Strengthening commitment 	<p>Required Reading:</p> <ul style="list-style-type: none"> ▪ Miller & Rollnick – Chapters 19 & 20 ▪ Moyers, T. B. (2011). Disseminating motivational interviewing in psychiatric and adolescent populations: Optimism and

<ul style="list-style-type: none"> ▪ Applying MI to specific populations and problems 	<p>a few worries. <i>Canadian Journal of Psychiatry</i>, 56, 641–642.</p> <p>Choose two of the following articles:</p> <ul style="list-style-type: none"> ▪ Musser, P. H., & Murphy, C. M. (2009). Motivational interviewing with perpetrators of intimate partner violence. <i>Journal of Clinical Psychology</i>, 65, 1218–1231. doi:10.1002/jclp.20642 ▪ Naar-King, S. (2011). Motivational interviewing in adolescent treatment. <i>Canadian Journal of Psychiatry</i>, 56, 651–657. ▪ Westra, H. A., Avarim, A., & Doell, F. K. (2011). Extending motivational interviewing to the treatment of major mental health problems: Current directions and evidence. <i>Canadian Journal of Psychiatry</i>, 56, 643–650.
<p>Class 7: Wrap up & Class Evaluations 3/4/19 Final Exam</p>	

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.