

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



<b>COURSE</b>	<b>SOWO 764 - Motivational Interviewing</b>
<b>SEMESTER &amp; YEAR</b>	Spring 2021
<b>CLASS SCHEDULE</b>	Mondays from 2:00–4:50 pm, January-March
<b>INSTRUCTOR</b>	Michael McGuire, LCSW, LCAS, LMFT, MINT
<b>OFFICE HOURS</b>	By appointment (via Zoom); and/or after any class
<b>CONTACT</b>	336-405-9506 (cell); <a href="mailto:uncmike@unc.edu">uncmike@unc.edu</a>

**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 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* (3<sup>rd</sup> ed.). New York, NY: Guilford Press.

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. MI Incubator Team & Presentation of Study | 25% |
| 2. Final Exam                                | 25% |
| 3. Course Engagement                         | 25% |
| 4. Session Recording                         | 25% |

## GRADING SYSTEM

H = 94–100	P = 80–93
L = 70–79	F = 69 or less

## EXPECTATIONS FOR WRITTEN ASSIGNMENTS AND 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](mailto: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>). Written assignments should be typed and follow APA format as specified in the APA Publication Manual (6<sup>th</sup> edition). The following websites and links also provide helpful information regarding APA formatting: <https://owl.english.purdue.edu/owl/resource/560/01/> <http://www.apastyle.org/apa-style-help.aspx> [http://ssw.unc.edu/files/web/pdf/APA\\_Quick\\_Reference\\_Guide.pdf](http://ssw.unc.edu/files/web/pdf/APA_Quick_Reference_Guide.pdf)

Students are expected to use rigorous academic writing; grades will be lowered for poor grammar, syntax, or spelling. Students can get help with their writing from the School of Social Work writing support team: Diane Wyant ([dwyant@email.unc.edu](mailto:dwyant@email.unc.edu)) and Susan White ([sewhite@email.unc.edu](mailto:sewhite@email.unc.edu)). Help with writing is also available through the UNC Writing Center: <http://writingcenter.unc.edu/>.

## POLICY ON INCOMPLETES AND LATE ASSIGNMENTS

An assignment is considered late if handed in or submitted any later than the start of class on the day it is due (or with respect to a specified due date/time). Students must notify the instructor at least 24 hours before an assignment is due if an assignment is going to be turned in late. Extensions may be given at the Instructor's discretion. Students will lose 10 percentage points of the total possible score for each day beyond the due date/time (including weekends) for unexcused late assignments. Assignments more than 5 days late will not be accepted. All assignments must be completed to receive a Passing Grade for the course (H/P/L).

## 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.”

## **SAFETY**

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance, Report and Response Coordinators, Counseling & Psychological Services (confidential), or the Gender Violence Services Coordinators (confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](https://safe.unc.edu/).

<https://safe.unc.edu/create-change/faculty-staff-opportunities/>

## **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](mailto: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](mailto:adrienne.allison@unc.edu)), Report and Response Coordinators (Ew Quimbaya-Winship, [eqw@unc.edu](mailto:eqw@unc.edu); Rebecca Gibson, [rmgibson@unc.edu](mailto:rmgibson@unc.edu); Kathryn Winn [kmwinn@unc.edu](mailto: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](mailto:cassidyjohnson@unc.edu); Holly Lovern, [holly.lovern@unc.edu](mailto:holly.lovern@unc.edu)) to discuss your specific needs. Additional resources are available at [safe.unc.edu](https://safe.unc.edu/).

\*\* Please note, if you teach in the DE programs, Winston-Salem and Triangle students do not have access to CAPS during the first two years of their program so you may want to amend this resource.

## **POLICIES ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM**

We are all invested in creating a learning environment of respect and engagement. Students may use laptops in class for taking notes or completing tasks. However, I ask that you use them **only** for relevant activities—not for checking email or surfing the Web. During class, cell phones and other devices should be silenced. No text messaging during class.

**BAD WEATHER POLICY**

Please check your email by 7:30 AM on the day of class in case of snow, ice, or other threatening and/or unsafe conditions. Use your best judgment about travel safety if you are driving to Chapel Hill from surrounding areas that have snow, ice, or other threatening and/or unsafe conditions.

## OVERVIEW OF GRADE DOMAINS

1. MI Incubator Team (25%) – This is an ongoing assignment.

***“This is a fundamental truth about any sort of practice: If you never push yourself beyond your comfort zone, you will never improve.”***

- Anders Ericsson, Peak: Secrets from the New Science of Expertise

You will be assigned one or more peer coaches to help you practice motivational interviewing outside of class. You are expected to practice at least weekly with your peer coaches for the duration of the course and submit a self-assessment rubric toward the end of the semester. Additionally, you are to complete the Meaningful Study assignment as described below.

Meaningful Study – Search far and wide to find a study specific to motivational interviewing that really piques your interest. In a coherent fashion share the study and your enthusiasm about the study with your Incubator Team during the designated timeframe according to the syllabus. Also, submit (in APA format) the reference for your chosen article as directed within Sakai.

2. Final Exam (25%) – Completed online according to the syllabus schedule.

The final exam consists of fill-in-the-blank, true/false, and multiple-choice questions. The exam will cover information from class discussions, lectures, assigned readings, and questions generated by the students (see *Exam Questions* under *Course Engagement* below).

3. Course Engagement (25%) – This evaluation component encompasses class attendance, thoughtful and meaningful contributions to class discussions, active involvement in the practice sessions, preparedness for class, completion of homework assignments, and development of exam questions (see below). Toward the end of the semester, you will complete a self-evaluation for course engagement which will be taken into consideration toward your grade for this domain.

Exam Questions: Each student will develop one potential exam question for each chapter of the textbook. The goal is to deepen your learning by using critical thinking skills in determining which material in each chapter is particularly useful for student practitioners. There is a link to a Google Form embedded within the for completing this assignment as you complete each chapter. The link can be found in Sakai under the lesson plans.

4. Session Recording (25%) – You will make an audio recording of a session that demonstrates your MI skills and submit for your instructor to code/grade. Below are further considerations:

- a. The instructor will listen to fifteen (15) minutes of the recording.
- b. The recording must be cued (or offer directions where to cue the recording) to the beginning of the ten-minute mark you wish to be coded.
- c. Avoid these scenarios in choosing a session to submit:
  - i. Change goal cannot be specified as a behavior (for example, making a decision)
  - ii. Clinician does not wish to influence the client toward any particular goal (equipoise)
  - iii. Clinician intentionally uses only engaging or focusing skills
- d. The instructor must be able to readily identify the *change target* within the first few

minutes.

- e. Below are the options for choosing the person in the client role:
  - i. A real, current client (with both agency and client permission).
  - ii. An acquaintance (not in an MI course) using a real scenario (i.e., NOT a role-play).
- f. Protect the confidentiality of the client (i.e., no identifying information).
- g. You are likely to capture more MI skills deeper into a session or in a session following the initial session.

## COURSE OUTLINE

<p>To the right is the general outline, or flow, of the primary MI training Powerpoint presentation.</p>	<ul style="list-style-type: none"> <li>• Challenge of change</li> <li>• What is MI</li> <li>• Spirit of MI</li> <li>• OARS</li> <li>• Ambivalence</li> <li>• Change Talk</li> <li>• Discord</li> <li>• Stages of Change</li> <li>• Four Processes</li> </ul>
<p><b>Lesson 1 (1/11/21): Zoom class - Course Overview and Introduction to Motivational Interviewing</b></p> <p><i>Concepts:</i></p> <ul style="list-style-type: none"> <li>▪ Challenge of change</li> <li>▪ What is MI?</li> <li>▪ Spirit of MI</li> <li>▪ Principles of MI</li> <li>▪ Stages of learning MI (Handout)</li> </ul> <p><i>Agenda:</i></p> <ul style="list-style-type: none"> <li>▪ Review syllabus and assignments</li> <li>▪ Introduce MI Incubator Teams</li> <li>▪ Macro students? (eg, Implementation guide)</li> </ul>	<p><b>Material to read and/or tasks to complete prior to class:</b></p> <ul style="list-style-type: none"> <li>▪ Tasks <ul style="list-style-type: none"> <li>• Complete online training via Florida Certification Board</li> <li>• Order textbook</li> <li>• Review syllabus</li> </ul> </li> </ul>
<p><b>Lesson 2 (1/18/21): No class today.</b></p>	<p><b>Material to read and/or tasks to complete prior to class:</b></p> <ul style="list-style-type: none"> <li>▪ Read <ul style="list-style-type: none"> <li>○ Miller &amp; Rollnick — Chapters 1-3 (What is MI)</li> <li>○ Miller, W. R., &amp; Rollnick, S. (2009). Ten things that motivational interviewing is not. <i>Behavioural and Cognitive Psychotherapy</i>, 37, 129-140. Doi:10.1017/S1352465809005128</li> </ul> </li> </ul>
<p><b>Lesson 3 (1/25/21): Zoom class Engagement &amp; Opening Strategies</b></p> <p><i>Concepts:</i></p> <ul style="list-style-type: none"> <li>▪ Engagement skills</li> <li>▪ Listening skills</li> <li>▪ Traps</li> <li>▪ DVD &amp; Practice- OARS (Open-ended questions, Affirmations, Reflections, Summaries)</li> </ul>	<p><b>Material to read and/or tasks to complete prior to class:</b></p> <ul style="list-style-type: none"> <li>▪ Read <ul style="list-style-type: none"> <li>▪ Miller &amp; Rollnick — Chapters 4-7 (Engaging)</li> <li>▪ Motivational Interviewing: The Basics</li> </ul> </li> </ul>

<p><b>Lesson 4 (2/1/21): Zoom class</b></p> <p><b>Focusing</b></p> <p><i>Concepts:</i></p> <ul style="list-style-type: none"> <li>▪ Agenda Setting/Mapping</li> <li>▪ Directing, following, guiding</li> <li>▪ Exploring goals</li> <li>▪ Practice- Focusing &amp; OARS</li> </ul>	<p><b>Material to read and/or tasks to complete prior to class:</b></p> <ul style="list-style-type: none"> <li>▪ Read <ul style="list-style-type: none"> <li>• Miller &amp; Rollnick, Chapters 8-11 (Focusing)</li> </ul> </li> </ul>
<p><b>Lesson 5 (2/8/21): Zoom class</b></p> <p><b>Evocation</b></p> <p><i>Concepts:</i></p> <ul style="list-style-type: none"> <li>▪ Ambivalence</li> <li>▪ Change talk versus Sustain talk; DARN- CAT (Desire, Ability, Reason, Need — Commitment, Activation, Taking Steps)</li> <li>▪ Evocation techniques</li> <li>▪ DVD &amp; Practice- Recognizing and eliciting change talk, picking flowers</li> </ul>	<p><b>Material to read and/or tasks to complete prior to class:</b></p> <ul style="list-style-type: none"> <li>▪ Read <ul style="list-style-type: none"> <li>• Miller &amp; Rollnick – Chapter 12-15 (Evoking)</li> </ul> </li> <li>• Task <ul style="list-style-type: none"> <li>○ UPG, M. (Producer), (2016). An Introduction to Motivational Interviewing: Resolving Ambivalence and Changing Behavior. [Video/DVD] Microtraining Associates. <a href="https://video-alexanderstreet.com">https://video-alexanderstreet.com</a></li> </ul> </li> </ul>
<p><b>Lesson 6 (2/15/21): No class today</b></p>	<p><b>Material to read and/or tasks to complete prior to class:</b></p> <ul style="list-style-type: none"> <li>• Read <ul style="list-style-type: none"> <li>○ Miller &amp; Rollnick – Chapter 16-18 (Evoking)</li> </ul> </li> <li>• Task <ul style="list-style-type: none"> <li>○ Wednesday 2/17 by 11pm – Complete Incubator Team discussion about your Meaningful Study</li> <li>○ Enter the article citation: <a href="https://forms.gle/nLoTH2XsYPdUb3kSA">https://forms.gle/nLoTH2XsYPdUb3kSA</a></li> </ul> </li> </ul>

<p><b>Lesson 7 (2/22/21): Zoom class with Guest Speaker Handling “Resistance”</b></p> <p><i>Concepts:</i></p> <ul style="list-style-type: none"> <li>▪ Responding to clients struggling with change</li> <li>▪ Techniques: Feedback and advice, complex reflections, MI sandwich, coming alongside...</li> <li>▪ DVD &amp; Practice – Responding to resistance</li> </ul>	<p><b>Material to read and/or tasks to complete prior to class:</b></p> <ul style="list-style-type: none"> <li>▪ Read <ul style="list-style-type: none"> <li>• Miller &amp; Rollnick – Chapters 19-22 (Planning)</li> </ul> </li> </ul>
<p><b>Lesson 8 (3/1/21): Zoom class Planning &amp; Applications of MI</b></p> <p><i>Concepts:</i></p> <ul style="list-style-type: none"> <li>▪ Developing a change plan</li> <li>▪ Strengthening commitment</li> <li>▪ Applying MI to specific populations and problems</li> </ul>	<p><b>Material to read and/or tasks to complete prior to class:</b></p>
<p><b>Lesson 9 (3/8/21): Zoom class Wrap up &amp; Exam</b></p> <p><i>Concepts:</i></p> <ul style="list-style-type: none"> <li>▪ Implementation</li> </ul>	<p><b>Material to read and/or tasks to complete prior to class:</b></p>
<h2 style="text-align: center;"><b>KEY DATES</b></h2>	<ul style="list-style-type: none"> <li>• <b>Wednesday 2/17 by 11pm</b> – Complete Incubator Team discussion about your Meaningful Study</li> <li>• <b>Thursday 3/4/21 5am – Friday 3/5/21 11pm</b> - Online exam</li> <li>• <b>Wednesday 3/10 by 11pm</b> - Submit MI Recording to Sakai</li> </ul>

## ADDITIONAL MOTIVATIONAL INTERVIEWING RESOURCES

- 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.
- Moyers, T. B. (2011). Disseminating motivational interviewing in psychiatric and adolescent populations: Optimism and a few worries. *Canadian Journal of Psychiatry*, 56, 641–642.
- Moyers, Theresa & Rowell, Lauren & Manuel, Jennifer & Ernst, Denise & Houck, Jon. (2016). The Motivational Interviewing Treatment Integrity Code (MITI 4): Rationale, Preliminary Reliability and Validity. *Journal of Substance Abuse Treatment*. 65. 10.1016/j.jsat.2016.01.001.
- 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
- Naar-King, S. (2011). Motivational interviewing in adolescent treatment. *Canadian Journal of Psychiatry*, 56, 651– 657.
- Naar-King, S., & Suarez, M. (2010) *Motivational interviewing with adolescents and young adults*. 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.
- Wagner, C.C., & Ingersoll, K.S. (2013). *Motivational interviewing in groups: Applications of motivational interviewing*. New York, NY: Guilford Press.
- 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.

### A few more resources:

- Herman, K., Reinke, W., & Frey, A. (2014). *Motivational interviewing in schools: Strategies for engaging parents, teachers, and students*. New York: Springer.
- Hohman, M. (2012). *Motivational interviewing in social work practice*. New York: Guilford Press.
- Matulich, B. (2013). *How to do Motivational Interviewing: A guidebook for beginners*. 2<sup>nd</sup> Ed. Kindle Edition:
- Schumacher, J. A., & Madson, M. B. (2015). *Fundamentals of motivational interviewing: Tips and strategies for addressing common clinical challenges*. New York: Oxford University Press.
- Westra, H. A. (2012). *Motivational interviewing in the treatment of anxiety*. New York: Guilford Press.
- <https://video-alexanderstreet-com.libproxy.lib.unc.edu/watch/introduction-to-motivational-interviewing>
  - UNC has access to these videos



Rubric: MI Incubator Team

<b>Name:</b>		
<b>Criteria</b>	<b>Possible Points</b>	<b>Self-Score Team Points</b>
<b>Frequency &amp; Duration</b> – Met weekly for a minimum of 20 minutes per participant.	25	
<b>Organization and Focus</b> – The sessions were organized and targeted specific areas for improvement.	25	
<b>Engagement</b> – Members leaned into the practice, offered support and critical feedback, and worked outside their comfort zone.	25	
<b>Final Session Reflection</b> – Members engaged in a robust conversation about their experience as a member of the MI Incubator Team and discussed future considerations for continued deliberate practice.	25	

**Self-Assessment of Incubator Team**

Considering your self-evaluative scores above, what **numerical** grade do you give your team for this assignment? Please use the following guidelines for determining your *numerical*/grade:

- Range: 94-100 equates to an “H” which is awarded to students whose work reflects ***clear excellence***.
- Range: 80-93 equates to a “P” which is awarded for completion of all requirements in an entirely ***satisfactory*** fashion for a graduate-level student.
- Range: 70-79 equates to an “L” which is assigned when a student has produced work that does not demonstrate graduate-level skills and/or initiative.

Your team earned a \_\_\_\_\_ (**numerical**, not letter grade) for this assignment. **Offer justification** for your team score. Thank you.