Mini-Course Description and Design: Utilizing numerous materials including the Professional Training Videotape Series developed by William R. Miller and Stephen Rollnick, this five-week series of 3-hour instruction and skill-building sessions will provide a basic introduction to Motivational Interviewing. Using the video material and supplemental handouts, along with lecture, role-playing and group discussion, this course will lay a foundation for participants to begin to develop their clinical skills in helping people accomplish change in areas of difficult behavior.

Course Content:
Motivational Interviewing (MI) is a goal-directed, client-centered counseling style for eliciting behavioral change by helping clients to explore and resolve ambivalence. The operational assumption in MI is that ambivalent attitudes or lack of resolve is the primary obstacle to behavioral change, so that the examination and resolution of ambivalence becomes its key goal. MI has been applied to a wide range of problem behaviors related to alcohol and substance abuse as well as health promotion, medical treatment adherence, and mental health issues. Although many variations in technique exist, the MI counseling style generally includes the following elements:

- Establishing rapport with the client and listening reflectively.
- Asking open-ended questions to explore the client's own motivations for change.
- Affirming the client's change-related statements and efforts.
- Eliciting recognition of the gap between current behavior and desired life goals.
- Asking permission before providing information or advice.
- Responding to resistance without direct confrontation. (Resistance is used as a feedback signal to the therapist to adjust the approach.)
- Encouraging the client's self-efficacy for change.
- Developing an action plan to which the client is willing to commit.

The major focus of this course will be to equip participants with practice knowledge and beginning skill mastery to be able to more effectively engage and work with clients facing areas of difficult behavior about which they are likely to be ambivalent. Consideration will be given to how the motivational interviewing approach can be applied to various problem areas and people groups.

Course Learning Objectives:

I. To develop a basic working knowledge of motivational interviewing / motivational enhancement

II. To become familiar with the basic tools/skills of motivational interviewing

III. To develop a basic understanding of application of these skills in early engagement, information exchange, and initiation of a plan of action with a client

IV. To become familiar with additional information and resources regarding developing MI/ME skills.
**Instructional Methodology:**
Lecture, Handouts, Videos, Role plays, Case scenario presentations, Class discussion, Readings

**Theme Relation to Multiculturalism & Diversity, Social Justice, Health Promotion, Prevention, Treatment & Rehabilitation, and Social Work Ethics & Values:**
Difficult behavior change is a challenge faced by individuals of every ethnicity and socioeconomic status. Becoming equipped with effective methods and skills for assisting individuals in improving their health and well-being is consistent with many of the values of the Social Work profession, especially as services are provided with cultural humility and respect. The approach of Motivational Interviewing is rooted in respect and empowerment, seeking as it does to partner with clients, regarding them as the expert on their own lives, and endeavoring to bolster the strengths and personally meaningful intrinsic motivation already resident within them. Today’s increasingly complex and integrated world of behavioral and primary healthcare provides many opportunities to utilize Motivational Interviewing competencies to assist individuals in promoting better health behavior outcomes, and to support individuals in preventing what otherwise would be the worsening of mental/emotional, addictive and/or physical health disorders.

**Accommodation:** If you have a disability of any sort and desire accommodation, please touch base with me on or before the first class session date.

**Class Attendance and Participation**
Participants are asked to commit to all of the 5 weekly, 3-hour sessions in order to optimally benefit from the skill-building focus of the course, as well as to earn Social Work CEUs (for those so doing). Advance notification is required if unable to attend any of the sessions so that content information can be made up. Thoughtful and insightful participation is preferable to frequent contributions that merely restate presented facts, are not on topic, or make unsubstantiated claims. The best contributions are those that are relevant to the question at hand. They often build on or respond to the observations of others, make links to prior classes, or draw on materials and lessons from other courses. Debates and disagreements can be powerful opportunities for learning, and are welcome.

**Laptops**
If your laptop helps you with this course by all means use it. Please appreciate that if you're using it for purposes other than this course, you are distracting those around you. When talking with your group close your laptop so that it won't be a barrier to discussion.

**Resources/Material utilized in class sessions (required reading italicized):**


Optional reading and additional references (majority posted in CTools Resources):

- Motivational Enhancement for Dually Diagnosed Consumers. Daniel D. Squires and Theresa B. Moyers, University of New Mexico Center on Alcoholism, Substance Abuse and Addictions, Albuquerque, New Mexico, 2002.
- See also http://www.motivationalinterviewing.org/, the official website for the Motivational Interviewing approach promulgated by William Miller and Stephen Rollnick.
CLASS SCHEDULE / OVERVIEW

October 18 – Session 1: Introduction to Motivational Interviewing and Traps to Avoid
  • Internal and External Motivation
  • How do people change? What the research shows
  • Transtheoretical Model of Change / “Stages of Change” and intervention targets (Prochaska, Norcross & DiClemente)
  • Assumptions, Spirit, Basic Principles, and Ethics of Motivational Interviewing
  • Traps to Avoid

October 25 – Session 2: Motivational Interviewing Target Hierarchy I & II
  • Engagement and Focusing with Motivational Interviewing
    o Open-ended questions
    o Affirmation
    o Reflective Listening – method, video scenarios, and role-play practice
    o Summarizing
  • Motivational Strategies for different Stages of Change

November 1 – Session 3: Motivational Interviewing Target Hierarchy III
  • Evoking with Motivational Interviewing
    o Preparatory Change Talk
    o Mobilizing Change Talk
    o Eliciting Change Talk – methods, video scenarios, and role-play practice
  • Evaluating effective use of Motivational Interviewing

November 8 – Session 4: Responding to “Sustain” without creating Discord
  • Understanding and Dealing with “Resistance”
    o Reflective Responses
    o Strategic Responses
    o The case of the “involuntary” client
  • Video vignettes
  • Tracking use of Motivational Interviewing Skills
  • Role-play practice

November 15 – Session 5: Motivational Interviewing Target Hierarchy IV
  • Change Planning with Motivational Interviewing
    o Giving Feedback and Exchanging Information
    o FRAMES and other models
    o Negotiating a Plan, and Consolidating Commitment
    o Traps to (continue to) avoid
    o Transitioning into Action
    o Essential Aspects of Motivational Interviewing for Negotiating Change Plans