



Course title:	Motivational Interviewing for Social Workers
Course #/term:	SWRK 790, Section 014; Spring/Summer Term, 2019
Time and place:	Wednesdays, 5/29 & 6/5,12,19,26; 6:00-9:00 pm, SSWB 3752
Credit hours:	1
Prerequisites:	None
Instructor:	Steve Wiland, LMSW, ICADC, CCS
Pronouns:	he, him, his
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1. Course Statement

a. Course description

Utilizing numerous materials including video examples from the Professional Training 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 practice 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.

b. 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 motivation 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, using it 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 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 change 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.

c. Course objectives and competencies

1. To develop a basic working knowledge of motivational interviewing/motivational enhancement.
2. To become familiar with the basic tools/skills of motivational interviewing.
3. 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.
4. To become familiar with additional information and resources regarding developing MI/ME skills.

d. Course design

Lecture, Handouts, Videos, Role plays, Case scenario presentations, Class discussion, Readings

e. Curricular themes, Relationship to social work ethics and 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.

f. Intensive focus on PODS

As this is a mini-course focused primarily on acquiring beginning mastery of practice knowledge and skills, there is not an intensive focus on **privilege, oppression, diversity and social justice**. However, since motivational interviewing includes an intentional focus on respect for and empowerment of the client at every opportunity, any obstacles to better client outcomes that involve privilege or oppression should be identified and resolved. Cultural humility with regard to the many dimensions of diversity represented within any client service population is a key tenet of motivational work, and the activation of individuals' intrinsic motivation to resolve ambivalence in order to accomplish their own goals in the service of a better quality of life and higher functioning acts to support a more just society. Posted articles and manuals available to students include the application of motivational interviewing to individuals with substance use disorders, schizophrenia, co-occurring mental health and substance use disorders, Native Americans, individuals involved in the criminal justice system, and patients in primary care settings. Additionally, the motivational interviewing website (<http://motivationalinterviewing.org/>) featured as a course resource contains a library of research results which includes the application of motivational interviewing approaches to numerous difficult-to-change behaviors across many diverse client populations.

2. Class Requirements

- a. Text and class materials** – *To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings, which will be referenced during class lectures and discussions.*

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

- ***Motivational Interviewing: Helping People Change. Third Edition. William R. Miller & Stephen Rollnick, New York: The Guilford Press, 2013.***
 - ISBN-13: 978-1609182274; ISBN-10: 1609182278
- Building Motivational Interviewing Skills: A Practitioner Workbook. David B. Rosengren, New York: Guilford Press, 2009.
- Enhancing Motivation For Change in Substance Abuse Treatment: TIP 35. William R. Miller, (Consensus Panel Chair), DHHS Publication No. 04-3922, 2004.
- Motivational Interviewing: Professional Training Videotape Series. William R. Miller, Stephen Rollnick, Theresa B. Moyers, University of New Mexico, 1998.

Optional reading and additional references (most posted in Canvas Elective Reading Module):

- Changing for Good: A Revolutionary Six-Stage Program for Overcoming Bad Habits and Moving Your Life Positively Forward. James O. Prochaska, John C. Norcross, Carlo C. DiClemente, Avon Books, 1995.
- “A Randomized Trial of Methods to Help Clinicians Learn Motivational Interviewing,” William Miller, Carolina E. Yahne, Theresa B. Moyers, James Martinez, and Matthew Pirritano (2004). *Journal of Consulting and Clinical Psychology*, Vol. 72, No. 6, 1050–1062.
- 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.
- “Enhancing Readiness-to-Change Substance Abuse in Persons with Schizophrenia: A Four-Session Motivation-Based Intervention,” Kate B. Carey, Daniel M. Purnine, Stephen Maisto, Michael P. Carey (2001). *Behavior Modification*; 25 No. 3, July 2001, 331-384.
- “Decisional Balance Regarding Substance Use Among Persons With Schizophrenia,” Kate B Carey, Daniel M Purnine, Stephen A Maisto, Michael P Carey, and Kristin L. Barnes (1999). *Community Mental Health Journal*; Aug 1999; 35, 4; ABI/INFORM Global, pg. 289.
- “How to Interview for Client Strengths,” Peter De Jong, and Scott D. Miller (1995). *Social Work*; Nov -95; 40, 6; *Pro Quest Nursing Journals*, pg. 729.
- Native American Motivational Interviewing: Weaving Native American and Western Practices – A Manual for Counselors in Native American Communities. Kamilla L. Venner, Sarah W. Feldstein, & Nadine Tafoya (2006). Venner, Feldstein & Tafoya.
- Motivational Interviewing: Enhancing Motivation for Change – A Learner’s Manual for the American Indian/Alaska Native Counselor. Kathyleen Tomlin, R. Dale Walker, Jane Grover, Wilma Arquette, & Phyllis Stewart. One Sky National American/Alaska Native Resource Center for Substance Abuse Services and the Urban American Indian Practice Improvement Collaborative, Oregon Health and Science University, Portland OR.
- “Motivational Interviewing for Probation Officers: Tipping the Balance Toward Change,” Michael D. Clark, Scott Walters, Ray Gingerich, & Melissa Meltzer (2006). *Federal Probation*; June 2006; 70 (1), pp. 38-44.
- “Motivational Interviewing for Probation Staff: Increasing the Readiness to Change,” Michael D. Clark (2005). *Federal Probation*; December 2005; 69 (2), pp. 22-28.
- “Motivational Interviewing in Health Care Settings: Opportunities and Limitations,” Karen M. Emmons, & Stephen Rollnick (2001). *American Journal of Preventive Medicine*; 20 (1), pp. 68-74.
- Motivational Enhancement Therapy Manual: A Clinical Research Guide for Therapists Treating Individuals with Alcohol Abuse and Dependence. William R. Miller, Allen Zweben, Carlo C. DiClemente, & Roberto G. Rychtarik (1995). Project MATCH Monograph Series, Volume 2. NIH Pub. No. 94-3723. Rockville, MD: National Institute on Alcohol Abuse and Alcoholism, National Institutes of Health.
- See also <http://motivationalinterviewing.org/>, the official website for the Motivational Interviewing approach promulgated by William Miller and Stephen Rollnick.

b. Class schedule

Date/Time	Agenda	Required Readings & Assignments
Wednesday, May 29 th 6:00-9:00 pm	Session 1: Introduction to Motivational Interviewing, & Traps to Avoid	<i>Syllabus; Motivational Interviewing: Helping People Change. 3rd ed, pp 1-61</i>
Wednesday, June 5 th 6:00-9:00 pm	Session 2: Motivational Interviewing Target Hierarchy I & II – Opening Skills	Quiz #1 ; <i>Motivational Interviewing: Helping People Change. 3rd ed, pp 62-119</i>
Wednesday, June 12 th 6:00-9:00 pm	Session 3: Motivational Interviewing Target Hierarchy III – Eliciting & Leveraging Change Talk	Quiz #2 ; <i>Motivational Interviewing: Helping People Change. 3rd ed, pp 155-243</i>
Wednesday, June 19 th 6:00-9:00 pm	Session 4: Responding to “Sustain” without creating Discord	Quiz #3 ; <i>Motivational Interviewing: Helping People Change. 3rd ed, pp 120-130</i>
Wednesday, June 26 th 6:00-9:00 pm	Session 5: Target Hierarchy IV – Moving to Action, & Further Resources	Quiz #4 ; <i>Motivational Interviewing: Helping People Change. 3rd ed, pp 255-302</i> SIMmersion assignment

c. Assignments

Assignment	Due date	Percent of overall grade
Attendance & Active Participation in Session #1	May 29 th , 6-9 pm	14%
Quiz #1	By June 5 th , 6:00 pm	3%
Attendance & Active Participation in Session #2	June 5 th , 6-9 pm	14%
Quiz #2	By June 12 th , 6:00 pm	3%
Attendance & Active Participation in Session #3	June 12 th , 6-9 pm	14%
Quiz #3	By June 19 th , 6:00 pm	3%

Attendance & Active Participation in Session #4	June 19 th , 6-9 pm	14%
Quiz #4	By June 26 th , 6:00 pm	3%
Attendance & Active Participation in Session #5	June 26 th , 6-9 pm	14%
Quiz #5	By July 3 rd , 6:00 pm	3%
Completion of SIMmersion assignment	By July 3 rd , 6:00 pm	15%

d. Attendance and class 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 learning. Debates and disagreements can be powerful opportunities for learning, and are welcome. Class attendance and meaningful participation will be factors in determining your final grade.

Laptops, Tablets, Cell Phones: If your laptop or other electronic device 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 at risk of distracting those around you, and at risk of being marked down for the class participation portion of your grade. When talking with your group please disconnect from your electronic device so that it won't be a barrier to discussion.

e. Grading Scale (Percentages and corresponding Letter Grades)

- 93 – 100 = A
- 90 – 92 = A-
- 87 – 89 = B+
- 83 – 86 = B
- 80 – 82 = B-
- 77 – 79 = C+
- 73 – 76 = C
- 70 – 72 = C-
- 67 – 69 = D+
- 63 – 66 = D
- 60 – 62 = D-
- ≤ 59 = F

As indicated in the email message sent out to students prior to the beginning of this class, and as indicated elsewhere in this syllabus, because this is a practice skills course, “attendance and active, meaningful participation in class sessions is critically important, and will be graded accordingly. Because it is a practice-heavy course,

missing sessions is ill-advised, as it would interfere with intended practice knowledge transfer and skill acquisition – one missed session may be made up (although may have impact on overall course grade), and if two sessions must be missed, it would be advised to drop the class.”

Students who must miss one class will have an opportunity to complete a make-up assignment to earn at least a portion of missed credit, and should see the instructor as soon as possible to learn of the make-up assignment options. In addition, students who miss one class session will still be responsible for the required reading, review of that session’s slides (which are posted on Canvas after each class), and successful completion of the Quiz corresponding to the missed class session.

Late assignment completion will also be subject to point deductions.

Related Policies & Procedures may be accessed via the following links:

- Grades in Academic Courses and in Field Instruction - <https://sww.umich.edu/msw-student-guide/chapter/1.07/grades-in-academic-courses-and-in-field-instruction>
- Student Grievance procedures - <https://sww.umich.edu/msw-student-guide/chapter/1.17/student-grievances>
- Policy for grading in special circumstances - <https://sww.umich.edu/msw-student-guide/section/1.07.01/15/grades-for-special-circumstances>

Additional School and University policies, information and resources are available here: <https://sww.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*