1. Course Statement

a. Course description
Motivational interviewing is a goal-directed, client-centered counseling approach for eliciting behavioral change by helping clients explore and resolve ambivalence. Utilizing the Professional Training Videotape Series developed by William R. Miller and Stephen Rollnick, this is a series of skill-sharing sessions will provide a basic introduction to Motivational Interviewing. This advanced action-based learning course will focus on direct practice and implementation of motivational interviewing techniques. Utilizing numerous materials including video examples from this five-week series of 3-hour instruction and skill-building sessions will introduce 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. Emphasis will be given to practical application of therapy techniques and troubleshooting difficult and challenging clinical circumstances across a variety of practice settings and populations. An overview of cultural considerations in motivational interviewing will also be provided.

b. Course objectives and competencies
- Upon completion of this course, students will be able to:
  o Develop a basic working knowledge of motivational interviewing/motivational enhancement.
o Be familiar with the basic tools/skills of motivational interviewing.

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

o Be familiar with additional information and resources regarding developing motivational interviewing skills.

o Incorporate social work values and ethical principles in planning and implementing motivational interviewing.

o Understand the strengths and limitations related to the current evidence on cultural adaptations of motivational interviewing.

c. Course design
The class format includes video material and supplemental handouts, along with lecture, role-playing practice and group discussion.

d. Intensive focus on PODS
This course will support students’ developing a vision of social justice, learning to recognize and reduce mechanisms that support oppression and injustice in practice. Students will work toward strengthening critical consciousness, self-knowledge and self-awareness to facilitate PODS learning. 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):


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

- “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://motivationalinterviewing.org/, the official website for the Motivational Interviewing approach promulgated by William Miller and Stephen Rollnick.

Additional optional reading & references (not posted in Canvas):


b. Class schedule – Syllabus & Quizzes available via course Canvas site

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<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Readings &amp; Assignments</th>
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</table>
| Wednesday, May 10th, 2023 6:00-9:00 pm | Session 1: Introduction to Motivational Interviewing, & Traps to Avoid | Syllabus  
Motivational Interviewing: Helping People Change, 3rd ed, pp. 1-61 |
| Wednesday, May 17th, 2023 | Session 2: Target Hierarchy I & II – | Quiz #1  
Motivational Interviewing: |
### Agenda

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<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>6:00-9:00 pm</td>
<td>Opening Skills</td>
<td><em>Helping People Change, 3rd ed, pp. 62-119</em></td>
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<tr>
<td><strong>Wednesday, May 24th, 2023</strong>&lt;br&gt;6:00-9:00 pm</td>
<td>Session 3: Target Hierarchy III – Eliciting &amp; Leveraging Change Talk</td>
<td><strong>Quiz #2</strong>&lt;br&gt;<em>Motivational Interviewing: Helping People Change, 3rd ed, pp. 155-243</em></td>
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<td><strong>Wednesday, May 31st, 2023</strong>&lt;br&gt;6:00-9:00 pm</td>
<td>Session 4: Responding to “Sustain” without creating “Discord”</td>
<td><strong>Quiz #3</strong>&lt;br&gt;<em>Motivational Interviewing: Helping People Change, 3rd ed, pp. 120-130</em></td>
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<td><strong>Wednesday, June 7th, 2023</strong>&lt;br&gt;6:00-9:00 pm</td>
<td>Session 5: Target Hierarchy IV – Moving to Action, &amp; Further Resources</td>
<td><strong>Quiz #4</strong>&lt;br&gt;<em>Motivational Interviewing: Helping People Change, 3rd ed, pp. 255-302</em></td>
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### Assignments

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<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
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<tr>
<td>Attendance &amp; Active Participation in Session #1</td>
<td>May 10th&lt;br&gt;6:00-9:00 pm</td>
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<tr>
<td>Quiz #1</td>
<td>By May 17th, 6 pm via Canvas</td>
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<td>Attendance &amp; Active Participation in Session #2</td>
<td>May 17th</td>
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<td>Quiz #2</td>
<td>By May 24th, 6 pm via Canvas</td>
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<tr>
<td>Attendance &amp; Active Participation in Session #3</td>
<td>May 24th</td>
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<tr>
<td>Quiz #3</td>
<td>By May 31st, 6 pm via Canvas</td>
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<tr>
<td>Attendance &amp; Active Participation in Session #4</td>
<td>May 31st</td>
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<td>Assignment</td>
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<tr>
<td>Quiz #4</td>
<td>By June 7th, 6 pm via Canvas</td>
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<tr>
<td>Attendance &amp; Active Participation in Session #5</td>
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<td>Quiz #5</td>
<td>By June 14th, 6 pm via Canvas</td>
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d. **Attendance and class participation** (see also MSW [Policy on Class Attendance](#))

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 if mutual respect can be maintained. Class attendance and meaningful participation are determining factors in the grade you receive for the course.

**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**

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

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
- Student Grievance procedures
- Policy for grading in special circumstances.

Class Recording
Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

f. COVID-19 Statement
For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including adherence to the University of Michigan Face Covering Policy for COVID-19 and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the
face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through Wolverine Access. You are encouraged to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

g. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor’s note) for medical excuses is not required.

Additional School and University policies, information and resources are available here: https://ssw.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