

**SCHOOL OF SOCIAL POLICY AND PRACTICE
UNIVERSITY OF PENNSYLVANIA**

MOTIVATIONAL INTERVIEWING

COURSE DESCRIPTION: Motivational interviewing is a person-centered, collaborative method for exploring ambivalence and enhancing motivation to change. This course will familiarize the students with the philosophy, theory, and spirit of motivation interviewing and its compatibility with social work values and ethics. It will delve into the techniques of motivational interviewing so that students will understand the applicability of the model with clients that are mandated to attend services or are initially unwilling to change within the context of regard for human dignity, respect, and client self-determination.

REQUIRED TEXTBOOKS:

Corcoran, J. (2016). *Motivational Interviewing in Social Work: A Workbook*. NY: Oxford Publishing Company.

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

Rosengren, D. (2009). *Building Motivational Interviewing Skills: A Practitioner Workbook*. NY: Guilford.

ASSIGNMENTS:

1. Skills Labs 35%

In-class exercises selected from Corcoran (2016) and Rosengren (2009) done in groups. **15%**

Skills demonstrations (2 @ 10% each = **20%**) Dialogue should be at least two pages and will be presented as a role play for the class by each student. A paragraph introduction will present the client's demographic information (age, ethnicity, and gender) and the purpose of the contact given the student's role in the agency, and an overview of the skill being demonstrated. Students will be given an opportunity to revise after class feedback. In

addition, a one page explanation of techniques used and how well they worked will be included in the final copy to be turned in. Sign-ups for these role plays will take place in class to ensure adequate coverage of skills.

2. Individual participation 20%

Includes attendance, timeliness, staying for the entire session, **verbal participation** (most important), engagement and focus, and providing feedback during students' demonstration of skills.

3. Assessment and Intervention Planning 20%

The assessment will involve application to a client problem of the Stages of Change Model and Motivational Interviewing.

The final product will entail:

I. Introduction (1 paragraph)

client and agency description

demographics of client, presenting problem, and purpose of the contact

II. Process of Assessment (3 pages)

- 1) dialogue between student and client encapsulating key elements of change effort

III. Product of Assessment (2 pages)

- 2) URICA scale: scale
http://www.fadaa.org/archive/Annual_Conference/2010/Handouts/Wednesday/GI_ebe_handout4-UnivRI_Change_AssessScale.pdf
- 3) scale of motivation
- 4) a summary dialogue to present to the client
- 5) decisional balance
- 6) 1-2 goals for further work

IV. Assessment of Learning and the Model (1 page)

- 7) of your learning and any improvements that could have been made
- 8) the impact on the client and critique of MI

4. Literature Review of Motivational Interviewing on a Special Topic (25%)

1. Select and provide a rationale for a behavior change problem as a fit for motivational interviewing that has relevance for social work (1 page maximum)
2. Conduct a literature review of this topic
 Comprehensively review:
 - A. The theoretical and clinical literature (2 pages maximum)
 - B. Empirical studies

- Provide information about systematic reviews if available
 - If not, start with randomized controlled studies, then quasi-experimental studies, and then pre-experimental studies
 - relevant qualitative studies (2-3 pages)
3. A one-page summary of the state of the knowledge, including how well the current literature addresses social diversity, the questions that are still unanswered and the type of studies that are needed for future directions.

Note that Miller & Rollnick, Chapters 25-27 provide a starting basis for the assignment but outside academic articles are also required.

GRADING POLICIES

The final course grade is based on the student's activities and evaluations.

Late assignments will be deducted 5% per day.

Given the total possible points for written assignments and class participation, course grades will follow the scale below:

97-100	A+
94-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
60-69	D
59 and below	F

Note that there is no rounding.

SCHEDULE:

Note * represents a due date!

Week One: January 17: Introduction And Overview

Miller & Rollnick, Chapters 1-3 (review from 604), 4

Corcoran, Chapter 1

Week Two: January 24: Transtheoretical Stages Of Change Model

Readings:; Rosengren, Chapters 1 and 2; *Corcoran, Chapter 2*

Week Three: January 31: Core Interviewing Skills (Miller & Rollnick, Chapter 6,

Rosengren Chapter 4 (pps. 58-66)

Reflecting Statements and Empathy

Readings: *Corcoran, Chapter 3; Miller & Rollnick, Chapter 5*

Week Four: February 7: Responding To “Sustain Talk” or Strategic Reflecting

Readings: *Corcoran, Chapter 5; Miller & Rollnick, Chapter 15; Rosengren, Chapters 5 and 6*

Week Five: February 14: Open Questions

Readings: *Corcoran, Chapter 4; Miller & Rollnick, Chapters 6*

Week Six: February 21: The Affirming Spirit In Action

Readings: *Corcoran, Chapter 6; Miller & Rollnick, Chapters 7, 16*

Week Seven: February 28: Exploration Of Ambivalence

Readings: *Corcoran, Chapter 7; Miller & Rollnick, Chapters 12,13, 14; Rosengren, Chapter 8*

Alonzo, D. (2016). Suicidal Individuals and Mental Health Treatment: A Novel Approach to Engagement. *Community Mental Health Journal*, 52: 527. <https://doi.org/10.1007/s10597-015-9980-3>.

SPRING BREAK: MARCH 3-11, 2018

Week Eight: March 14. Assessment and Goal-Setting

Readings: *Miller & Rollnick, Chapters 18-19*

Week Nine: March 21: The Helping Process

Readings: Corcoran, Chapter 8; *Miller & Rollnick, Chapter 8-9, 11*; Rosengren, Chapters 7 and 9

Week Ten: March 28: Developing a change plan

Readings: Rosengren, Chapter 11; *Miller & Rollnick, Chapters 20-22*

*Assessment papers due

Week Eleven: April 4: Ethics

Reading: *Miller & Rollnick, Chapters 10 and 17*

Week Twelve: April 11: Evaluating Evidence

Reading: *Miller & Rollnick, Chapter 27*

Week Thirteen: April 18: Special topics in motivational interviewing: Depression, Intimate Partner Violence, Eating Disorders, Anxiety

*Start Literature Review Presentations (sign-up)

Reading: Corcoran, Chapter 9, *Miller & Rollnick, Chapters 25-26*

Grote, N., Zuckoff, A., Swartz, H., Bledsoe, S., & Geibel, S. (2007). Engaging Women Who Are Depressed and Economically Disadvantaged in Mental Health Treatment. *Social Work, 52*(4), 295-308. Retrieved from <http://www.jstor.org/stable/23721150>

Week Fourteen: April 25: Literature Review Presentations, Conclusion and Evaluation

*Literature Review Presentations

*Literature Review Paper Due (incorporating feedback from presentation)

WEB RESOURCES:

<http://motivationalinterviewing.org>

Employment issues:

<http://www.healthcare.uiowa.edu/icmh/archives/documents/BeckleyPresentation.pdf>

As part of an alcohol support group:

<http://www.healthcare.uiowa.edu/icmh/archives/documents/BeckleyPresentation.pdf>

Coding MI: <http://casaa.unm.edu/download/misc.pdf>

<http://casaa.unm.edu/download/gromit.pdf>

Manuals: <http://casaa.unm.edu/mimanuals.html>

BIBLIOGRAPHY

Arkowitz, H., Westra, H.A., Miller, W.R., & Rollnick, S. (2015). (Eds.), *Motivational interviewing in the treatment of psychological problems, 2nd ed.* New York: The Guilford Press.

Barnett, E., Sussman, S., Smith, C., Rohrbach, L., & Spruijt-Metz, D. (2012).

Motivational Interviewing for adolescent substance use: A review of the literature. *Addictive Behaviors*, 37, 1325–1334.

Connors, G., Donovan, D., & DiClemente, C. (2001). *Substance abuse treatment and stages of change: Selecting and planning interventions.* New York: Guilford Press.

Corcoran, J. (2009). *Depression solutions workbook.* Oakland, CA: New Harbinger Publications, Inc.

Corcoran, J. (2002). The Transtheoretical Stages of Change model and Motivational Interviewing for building maternal supportiveness in cases of sexual abuse. *Journal of Child Sexual Abuse*, 11, 1-17.

- Hughes, M., & Rasmussen, L. (2010). The utility of motivational interviewing in domestic violence shelters: A qualitative exploration. *Journal of Aggression, Maltreatment and Trauma, 19*, 300-322.
- Madson, M., Loignon, A., & Lane, C. (2009). Training in motivational interviewing: A systematic review. *Journal of Substance Abuse Treatment, 36*, 101-109.
- Manthey, T.J., Knowles, B., Asher, D., & Wahab, S. (2011). Strengths-Based Practice and Motivational Interviewing. *Advances in Social Work, 12*, 126-151.
- Miller, W.R., & Moyers, T.B. (2006). Eight stages in learning motivational interviewing: *Journal of Teaching in the Addictions, 5*, 3-17.
- Miller, W., & Rollnick, S. (2012). *Motivational interviewing*, 3rd ed. NY: Guilford.
- Miller, W., & Rollnick, S. (2002). *Motivational interviewing*, 2nd ed. NY: Guilford.
- Miller, W., & Rollnick, S. (1991). *Motivational interviewing*, 1st ed. NY: Guilford.
- Naar-King, S., & Suarez, M. (2010). *Motivational interviewing with adolescents and young adults*. New York: Guilford.
- Prochaska, J., DiClemente, C. (1984). *The transtheoretical approach: Crossing traditional boundaries of therapy*. Malabar, FL: Krieger.
- Prochaska, J., & Norcross, J. (1994). *Systems of psychotherapy: A transtheoretical analysis*, 3rd ed. Pacific Grove, CA: Brooks/Cole.
- Rasmussen, L., Hughes, M., & Murray, C. (2008). Applying Motivational Interviewing in a Domestic Violence Shelter: A Pilot Study Evaluating the Training of Shelter Staff. *Journal of Maltreatment, Aggression, and Trauma, 17*, 296-317.
- Wahab, S., Trimble, J., Mejia, A., Mitchell, S. R., Thomas, M.J., Timmons, V., Waters,

A. S., Raymaker, D., & Nicolaidis, C. (2014). Motivational interviewing at the intersections of depression and intimate partner violence among African American Women. *Journal of Evidence-Based Social Work, 11*, 291-303.

Westra, H. (2012). *Motivational interviewing in the treatment of anxiety*. NY: Guilford Press.