I. COURSE DESCRIPTION

Motivational Interviewing (MI) is an evidence-based counseling/communication method designed for evoking intrinsic motivation for positive behavior change. Originally developed in the drug and alcohol field, MI is now being widely applied in a variety of settings, including social services, health care, mental health, public health, and criminal justice. This course will introduce participants to the theories, principles, and skills of MI. The class will focus primarily on the use of MI by social workers and will include use of role and real-play to demonstrate and practice skills. Following the Eight Stages of Learning MI (Moyers & Miller, 2006) students will be guided through a sequence of learning activities to develop and refine the skills of MI and to begin a process for developing proficiency in MI. Students will also become proficient in identifying and coding MI skills. Use of MI skills with other counseling methods will also be covered.

II. COURSE OBJECTIVES

Upon completion of the course the student will be able to:

EPAS 1: Demonstrate ethical and professional behavior
- Identify when to be in equipoise in an interview situation. [interviews/papers]

EPAS 2: Engage diversity and difference in practice
- Utilize MI skills with diverse clients, communicating the clients’ perspectives of their lives and situations. [interviews/papers]
- Engage clients as experts of their own experiences. [interviews/papers]
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients. [interviews/papers]
EPAS 4: Engage in practice-informed research and research-informed practice
  • Use and translate research evidence on Motivational Interviewing in a specific setting/population to inform and improve practice, policy, and service delivery. [interviews/papers]

EPAS 6: Engage with individuals, families, groups, organizations, and communities
  • Use empathy, reflection, and other MI skills to effectively engage diverse clients and constituencies. [interviews/papers]

EPAS 8: Intervene with individuals, families, groups, organizations, and communities.
  • Demonstrate ability to set an agenda/focus with a client to determine target behaviors. [interviews/papers]
  • Reinforce and evoke change talk from clients regarding the identified target behavior, guiding clients toward change. [interviews/papers]
  • Select appropriate intervention strategies/plans based on the client’s needs, wants, and goals. [interviews/papers]

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.
  • Critically analyze, monitor, and evaluate the MI interventions by using an evidence based fidelity measure. [interviews/papers]

III. Course Policies

SDSU Faculty Senate Disability Policy:

All syllabi must include the Senate Disability Policy: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Accommodation for Religious Observances:

Students will be allowed to complete examinations or other requirements in advance of a religious observance. However, it is the student’s responsibility to contact the professor in advance so that he or she can make the necessary arrangements.

Academic Misconduct:
Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.

Academic misconduct, including plagiarism, is a serious offense in academia and will be treated according to the university policy, as written in the SDSU catalog/Graduate Bulletin. Any Academic misconduct, including plagiarism infractions, will be reported to the SDSU Office of Student Rights and Responsibilities as is mandated by the CSU Chancellor.

If you are unsure as to what is plagiarism: Students can take the 30-minute pre- and post-online quiz: SDSU Plagiarism: The crime of intellectual property by SDSU librarian Pamela Jackson, found at: http://library.sdsu.edu/guides/tutorial.php?id=28. For more information visit the Office of Student Rights and Responsibility: http://studentaffairs.sdsu.edu/srr/academics1.html.

IV. REQUIRED BOOK/MANUAL


Other good resources:

All assigned journal articles are available through the SDSU library or Interlibrary loan.

**V. COURSE ASSIGNMENTS**

A. 1 real-play audio-taped interview with a class member and accompanying paper.
B. 1 audio-taped interview with a client and accompanying paper.
C. Exam
D. Attendance

**GRADING**

All grades will be administered as according to the university catalog and according to the SDSU SSW student handbook:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview #1</td>
<td>130</td>
</tr>
<tr>
<td>Interview #2</td>
<td>130</td>
</tr>
<tr>
<td>Exam</td>
<td>100</td>
</tr>
<tr>
<td>Attendance</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

A=400-369; A- =368-360; B+ = 359-352; B= 351-328; B- = 327-320, etc.

Graduate grades, as per MSW handbook, are:

A - Superior performance  
B - Satisfactory performance  
C - Minimally passing  
D - Unacceptable for graduate credit  
F – Failing  
CR – Credit  
NC – No Credit  
RP – Report in Progress  
IC- Incomplete

**VI. COURSE OUTLINE**

**Week 1: August 31**

Setting the Foundation: Introduction to MI and the social psychology theories and principles underlying MI

Readings:  
Miller & Rollnick book: Chapters 1-3

**Week 2: September 7**
The “Spirit” of MI: What is the Spirit and Menschenbild of MI? The 4 Processes; Engagement; Ethical Issues in MI

Readings:
Miller & Rollnick, Chapter 4 & 5

Weeks 3 and 4: September 14 & 21

Client-centered counseling skills used in MI: OARS; Finding the Focus

Readings:
Miller & Rollnick, Chapters 6 & 7 (Week 3) Chapters 8, 9, 10, 11 (Week 4)

Week 5: September 28

Establishing fidelity with the MITI coding system: Learning to code MI interactions

Please bring to class your MITI coding manual (Moyers, et al., 2015, listed below)

Readings:
Miller & Rollnick, Chapter 28

Weeks 6 & 7: October 5 & October 12

Interview assignment #1 is due

Evoking: Recognizing and reinforcing change talk

Readings:
Miller & Rollnick, Chapters 12, 13, & 14
Weeks 8 & 9: October 19 & 26

Eliciting and strengthening change talk

Readings:
Miller & Rollnick, Chapters 16-18

see: http://www.youtube.com/watch?v=JLLoEBj3GDw [Decisional Balance]

Week 10: November 2

Responding to change talk and discord

Readings:
Miller & Rollnick, Chapter 15

Week 11: November 9

Developing a change plan and consolidating commitment

Readings:
Miller & Rollnick, Chapters 19 & 20

Week 12: November 16

Utilizing MI with other methods; MI in groups; MI in diverse social work settings

Readings:

Week 13: November 23

November 24: Happy Thanksgiving!

Week 14: November 30: Interview Assignment #2 is due

Further learning, practice, and training of MI

Readings:
Miller & Rollnick, Chapters 24-26
Wrap-up, + delta

VII. NOTES

• The content of this class and schedule may be shifted to meet the needs of the class.

• This is a “Practice” class, thus you will be expected to “practice” the MI/ social work skills presented in class. This will be through real plays, role plays and group exercises. You should only share what you want to about yourself. Using real life situations, however, does bring a realism to the exercises. All class members should keep personal information shared during class confidential, as is keeping with professional behavior.

• You are also expected to conduct yourself in a professional manner regarding your attendance and participation in class. This means emailing your instructor ahead of time if you expect to miss class, always being prepared for class, and arriving on time. I check my email frequently and this is usually the best way to reach me.

• Please do not use cell phones in class. If you need to check for a message, please quietly step out of the classroom. Otherwise, please keep your phone packed away. Laptops may be used during lecture for the purpose of taking notes. I ask that they be put away during all other times. This course is heavy on discussion and class interaction; it is good practice to completely focus on what your classmates are contributing and to maximize your own contribution. We are all learning from one another in this class.

• If you have an email address that is unidentifiable, always be sure to refer that you are writing about “SW 758” in your correspondence, or else I may delete it, as we occasionally get unsolicited emails full of viruses. It is customary in the workplace to use identifiable email addresses that usually contain the first initial and last name. You might want to do this if you will be using that particular address to contact your field instructor and future employers.
• If you have always been quiet in class, this is your opportunity to try on a new learning style. Quiet people are usually good observers and by keeping your observations to yourself, you are depriving your classmates of your interesting insights! I work to make the classroom a safe place for EVERYONE to contribute. Please let me know what you need to make this course a good learning experience for you.

VIII. BIBLIOGRAPHY/REFERENCES


McDevitt-Murphy, M. E., Williams, J. L., Murphy, J. G., Monahan, C. J., & Bracken-Minor, K. L. (2014). Brief intervention to reduce hazardous drinking and enhance


