San Diego State University  
School of Social Work  
SW758: INTRODUCTION TO MOTIVATIONAL INTERVIEWING  
Fall, 2013

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Office hours: Tuesdays 9:30--11 or by appointment

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:

2.1.1: Identify as a professional social worker and conduct oneself accordingly.* (CP1.2; CF1.b)**
   1. Practice personal reflections and self-correction to assure continual professional development. [interviews/papers]
   2. Attend to professional roles and boundaries. [interviews/papers]
   3. Demonstrate professional demeanor in behavior and communication. [interviews/papers]

2.1.2: Apply social work ethical principles to guide professional practice (CA1.2)
   1. Recognize and manage personal values in a way that allows professional values to guide practice. [interviews/papers]

1.1.3  Apply critical thinking to inform and communicate professional judgments (CA3.1)
   1. Demonstrate effective oral and written communication in working with individuals and in groups. [interviews/papers]
2.1.4: Engage in diversity and difference in practice (CP4.2)
1. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse clients. [interviews/papers]
2. Recognize and communicate understanding of the importance of difference in shaping life experiences. [interviews/papers]

2.1.6: Engage in research-informed practice and practice-informed research (CP6.1)
1. Use research evidence to inform practice. [literature review paper]
2. Describe the evidence for MI in diverse social work populations and settings. [literature review paper]

2.1.7: Apply knowledge of human behavior and the social environment (CP7.1)
1. Apply key social psychological concepts and theories to social work practice and communication. [interviews/papers]

2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (CP10(a).1; CP10(b).1; CP10(d).1)
1. Use empathy and other interpersonal skills.
   a. Demonstrate the communication skills of MI, including use of open-ended questions, affirmations, reflective listening, summaries, and eliciting change talk strategies. [interviews/papers]
   b. Conduct a client interview using MI skills at the basic proficiency level. [interviews/papers]
2. Critically analyze, monitor, and evaluate interventions. [interviews/papers]
   a. Utilize a coding schema to identify MI consistent and inconsistent skills [interviews/papers]

** California Child Welfare Competencies

III. REQUIRED and OPTIONAL BOOKS/MANUAL


Optional:
Other good resources:

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

IV. COURSE ASSIGNMENTS

A. 1 real-play audio-taped interview with a class member with accompanying paper. Due Thursday, October 10.
B. 1 audio-taped interview with a client and accompanying paper. Due Thursday, November 21.
C. Literature Review of an MI-related topic with sample dialogue. Due Thursday, December 5 through TurnItIn via Blackboard.
D. Attendance

All assignments are due at the start of class. If your paper is late, you will receive a 10% point deduction. If you have an emergency that affects your turning your paper in on time, you will need to make prior arrangements with me to avoid point deductions. Please make sure all assignments are double-spaced with 12 point font. You will be provided a template for transcribing your interview. If you need a tape recorder, I have two that I can lend out. Your final paper, the Literature review assignment, is to be turned in on TurnItIn via Blackboard and will be returned to you the same way.

By taking this course, you agree that all required papers may be subject to submission for textual similarity review to TurnItIn for the detection of plagiarism. Some papers submitted for review will be included as source documents in the global TurnItIn repository to be used in future reviews. You should remove your name and any other personally identifying information from your papers prior to submission to TurnItIn.

Guidelines for each assignment are posted on Blackboard separately.

V. 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>
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</thead>
<tbody>
<tr>
<td>Interview assignment #1</td>
<td>100</td>
</tr>
<tr>
<td>Interview assignment #2</td>
<td>130</td>
</tr>
<tr>
<td>Literature review</td>
<td>130</td>
</tr>
</tbody>
</table>
Attendance 40 points

Total 400 points

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

*Please, no use of computers or cell phones during class.
*No audiotaping is permitted in class without consent of instructor for special circumstances.
*Please let me know via documentation if you need educational accommodations.
*Please let me know if you will be missing class due to religious holidays.

VI. COURSE OUTLINE

Week 1: August 29

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 5

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 12 & 19

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 26

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

Please bring to class your MITI coding manual (Moyers, et al., 2010, listed below)

Readings:
Miller & Rollnick, Chapter 28

Week 6: October 3: No Class; Use this time to complete Interview assignment #1

Weeks 7 & 8: October 10 & 17
October 10 interview assignment #1 is due

Evoking: Recognizing and reinforcing change talk

Readings:
Miller & Rollnick, Chapters 12, 13, & 14

http://www.youtube.com/watch?v=UxaA53uoBzc (Biggest Loser clip)
http://www.youtube.com/watch?v=SnFIR6KBsAo (No Motivation)

Weeks 9 & 10: October 24 & 31
Eliciting and strengthening change talk

Readings:
Miller & Rollnick, Chapters 16-18

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

Week 11: November 7

Responding to change talk and discord

Readings:
Miller & Rollnick, Chapter 15

Week 12: November 14

Developing a change plan and consolidating commitment

Readings:
Miller & Rollnick, Chapters 19 & 20

Week 13: November 21

Interview Assignment # 2 is due

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

Readings:


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### Further learning, practice, and training of MI

**Readings:**
Miller & Rollnick, Chapters 24-26

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**--Course outline and content may be shifted to meet the needs of the class.--**

### VII. BIBLIOGRAPHY/REFERENCES

**Setting the Foundation; Social Psychology**


MI Spirit


OARS Skills


Use of the MI Treatment Integrity coding schema to determine MI proficiency


Change Talk


Developing a change plan and consolidating commitment


Using MI with other methods and with diverse populations


**Training and Integrating MI; Communities of Practice**


