

Motivational Interviewing (I & II)  
Tuesdays 9am – 11:40am

**Instructor:**

Mark A. Prince, PhD

**Course Schedule:**

Class will meet for 3 hours for a total of 16 class days.

**Required Textbook:**

Miller, W. R., & Rollnick, S. *Motivational Interviewing: Preparing People for Change*. 3rd Edition, 2014.

**Supplemental Readings:**

\*These readings are recommended by the state and will help with licensure. We will not discuss them in detail, but the content will help you gain a deeper understanding of the topic.

1. Enhancing Motivation for Change in Substance Abuse Treatment. Treatment Improvement Protocol (TIP) 35, 2008. U. S. Dept of Health and Human Services, Substance Abuse and Mental Health Services Administration, [www.samhsa.gov](http://www.samhsa.gov)
2. Fields, A. *Resolving Patient Ambivalence: A Five Session Motivational Interviewing Intervention*. Hollifield Associates, 2006.
3. Tomlin, K.M., & Richardson, H. *Motivational Interviewing and Stages of Change: Integrating Best Practices for Substance Abuse Professionals*. Hazelden, 2005.
4. Tober, G., & Raistrick, D. *Motivational Dialogue: Preparing Addiction Professionals for Motivational Interviewing*. Routledge, 2007.
5. Connors, G. J., Donovan, D. M., DiClemente, C. C., & Velasquez, M. M. *Substance Abuse Treatment and the Stages of Change: Selecting and Planning Interventions*. The Guilford Press, 2013.
6. Cox, W. M., & Klinger, E. *Handbook of Motivational Counseling: Concepts, Approaches, and Assessment*. Wiley, 2003.
7. Fuller, C., & Taylor, P. *A Toolkit of Motivational Skills: Encouraging and Supporting Change in Individuals*, 2nd Edition. Wiley, 2008.
8. Prochaska, J. O., & DiClemente, C. C. *The Transtheoretical Approach: Crossing Traditional Boundaries of Therapy*. Krieger Pub Co, 1994.
9. Sperry, L. *Behavioral Health: Integrating Individual and Family Interventions in the Treatment of Medical Conditions (Family Therapy and Counseling)*. 1st Edition. Routledge, 2013.
10. Rollnick, S., Miller, W. R., & Butler, C. *Motivational Interviewing in Health Care: Helping Patients Change Behavior (Applications of Motivational Interviewing)*. 1st Edition, The Guilford Press, 2007.
11. *Core Competencies for Integrated Behavioral Health and Primary Care*, SAMHSA-HRSA – Center for Integrated Health Solutions (2014).
12. SBIRT, Screening Brief Intervention and Referral to Treatment: <http://sbirt.samhsa.gov/>
13. Videos: Motivational Interviewing Professional Training Series by William R. Miller and Stephen Rollnick. [www.motivationalinterview.org](http://www.motivationalinterview.org)
14. MINT website

15. Enhancing Motivation for Change in Substance Abuse Treatment. Treatment Improvement Protocol (TIP) 35, 2008. U. S. Dept of Health and Human Services, Substance Abuse and Mental Health Services Administration, www.samhsa.gov

### **Course Description:**

\*This course covers two state requirements “*Motivational Interviewing*” and “*Advanced Motivational Interviewing*”

“Motivational Interviewing is a client-centered collaborative style of conversation designed to strengthen a person’s motivation for and commitment to change. MI is counselor-guided in that the counselor is skilled at managing ambivalence, eliciting change-talk and honoring the client’s autonomy about taking the next step toward a commonly agreed upon goal” (Miller & Rollnick, 2014). Over 1500 studies to date have demonstrated the effectiveness of the model at increasing client engagement, retention, compliance and improving treatment outcomes. The Center for Substance Abuse Treatment (CSAT) has identified MI as a best practice within the addiction treatment field. The CAC Clinical Training Program at the Colorado Office of Behavioral Health (OBH) is committed to a process of integrating the Motivational Interviewing style, spirit and strategies into all levels of training and to support clinical supervision of motivational interviewing as a counseling style.

This class of skill development in Advanced Motivational Interviewing will initially offer a brief review of the fundamental spirit, principles and skills of MI, and then focus intensively on clinical skills development. The training is designed to assist the counselor to develop and practice skills to assist clients to identify and strengthen intrinsic motivation for positive change. This is an advanced course in Motivational Interviewing so it is expected that the participant will be able to demonstrate the foundational MI skills by conducting a client interview using the OARS, and responding to no-change talk (resistance). The format will be interactive and experiential in nature. Participants will be afforded an opportunity to obtain focused practice and will receive individualized feedback regarding their MI skills with student and trainer ratings. There will be a brief introduction to MIA-STEP, a format for use of MI as a supervisory tool.

All required classes seek to enhance the ability of the counselor to offer treatment services in a manner that respects gender, race and ethnicity, sexual orientation, cultural, familial, systemic and socioeconomic diversity. Research indicates that Motivational Interviewing practice enhances engagement and effectiveness with diverse populations.

### **Course Objectives:**

Upon completion of this course students will be able to demonstrate:

- Knowledge of the spirit and style of MI including collaboration, evocation, and autonomy first taught in Addiction Counseling Skills class
- Knowledge of the principles of motivational interviewing to include expressing empathy, developing discrepancies, working with sustain talk, and supporting self-efficacy
- The ability to perform Motivational Interviewing as an interpersonal style including attitudes and beliefs of the counselor using MI

- Knowledge of important change elements in MI—exploring both sides of ambivalence (pros and cons)
- Knowledge of how people change using the stages of change model developed by Prochaska and DiClemente and the model's use in assessing readiness to change
- The ability to use OARS
- Rolling with sustain talk and skills for handling sustain talk (no-change talk)
- Understanding the difference between sustain talk and ambivalence and responding to both
- Identification of DARN-C in client material (desire, ability, reasons and need for change and commitment to change)
- Knowledge of Inconsistent MI behaviors, e.g., traps that prevent the full use of the MI style when interviewing clients and ways to avoid these traps:
- A working definition of MI and the roots and principles of MI framework
- The ability to determine stage of readiness for change by interviewing the client about their attitude about change, their intention to change within the next month, and their past efforts to change
- The ability to explore both sides of the client's ambivalence about change (pros and cons)
- Basic MI strategies to include OARSI
- The ability to recognize and appropriately respond to change talk (EARS) including desire, ability, reasons, need statements; commitment language and taking steps toward change (DARN-CAT)
- Demonstrate the ability to utilize the MI skills to include the use of change talk by evoking motivation to change, using complex reflections, developing discrepancies, exploring ambivalence, and eliciting self-motivational statements
- Demonstrate strategies for deciding whether, and how, to initiate change plans with clients as well as developing a change plan
- Demonstrate an understanding of MI Skills coding (MI consistent and inconsistent items plus adherence and competence rating scales)
- Understand the role of clinical supervision in skill development in an integrated care environment.
- Use of core MI skills to facilitate integrated care communication and collaboration.

### **Course Assignments:**

The points for this class will consist of **two videos** (30 points each) and **two examinations** (30 points each), as well as **attendance** (20 points) and **participation** (20 points). Your final grade consists of a possible 160 points. Please note that anything that is discussed or presented in class may be on your examination. In addition, you will be responsible for all of the material in your reading assignments, whether it is discussed in class or not.

*\*you will also turn in **two additional videos** that will not be graded, but that you will receive feedback on.*

The videos will be graded using a grading rubric.

- Videos 1 & 3 you will complete on your own and save on the server. I will review them and give you feedback but they will not be graded.
- Videos 2 & 4 (i.e., midterm and final) will be completed with me as the client and will be graded.

The exams will be short answer questions.

**Grades:**

The grades will be based on the following scale:

A= (90% or above)

B= (80-89%)

C= (70-79%)

D= (60-69%)

F= (59% or below)

<b>Schedule</b>	<b>Content</b>	<b>Readings &amp; Videos</b>
Week 1 (8/27)	Background	Chapter 1
Week 2 (9/3)	Principles	Chapters 2 – 5
Week 3 (9/10)	<b>Use Class time to make video 1</b>	Chapters 6, 15
Week 4 (9/17)	Role of Sustain Talk and use of OARS & Change Talk	Chapters 7, 12, 13, 14 <b>Video 1 Due</b>
Week 5 (9/24)	Inconsistent MI behaviors	Chapters, 27, 28
Week 6 (10/1)	Practice of Skills & integrated care	Chapter 24
Week 7 (10/8)	<b>Midterm Video</b>	Chapters 25, 26
Week 8 (10/15)	<b>Midterm Exam</b>	
Week 9 (10/22)	Four processes of MI	Chapters 8-11
Week 10 (10/29)	Exploring both sides of Ambivalence	Chapters 16-18
Week 11 (11/5)	Planning & Traps and how to avoid them	Chapters 19-20 Traps pdf
Week 12 (11/12)	<b>Guest Lecture: Debbie Essert, PhD Treating co-occurring disorders</b>	
Week 13 (11/19)	Eliciting, responding to, and strengthening change talk & MI with other approaches	<b>Video 3 Due</b>
Week 14 (11/26)	<b>Fall Break</b>	Chapters 21, 22, 23
Week 15 (12/3)	<b>Final Video</b>	
Week 16 (12/10)	<b>Final Exam &amp; Video 4 Due</b>	<b>Video 4 Due</b>