I. COURSE DOMAIN AND BOUNDARIES

This course has four primary goals:

1) Students will gain introductory knowledge and skills of the fundamental elements of Motivational Interviewing.

2) Students will learn how to assess and enhance motivational factors in clients.

3) Students will explore autonomy as it applies to the behavior change process in motivational interviewing.

4) Students will learn principles of motivational interviewing to apply to various programs, treatments, and populations.

Motivational Interviewing is an evidence-based intervention style designed to enhance intrinsic motivation for change. MI is a specific style of interaction shown to be very helpful in changing behavior, enhancing engagement, moving people through the change process, preparing for treatment or major life decision, addressing needed emotional, behavioral, and health related actions. The course will include theoretical underpinnings of MI, including a review of the integration of MI into Social Work Practice. The course will also review a model of learning MI and provide specific opportunities for students to practice MI skills. Additionally, the course will explore applications across populations and how to develop a principle-driven approach to adaptation.

II. MSW COMPETENCIES ADDRESS IN THIS COURSE:

| Demonstrate Ethical and Professional Behavior | C1 | Reinforced |
| Engage diversity and difference in practice | C2 | Reinforced |
Advance human rights and social and economic and environmental justice | C3 | Reinforce

Engage in practice-informed research and research-informed practice | C4 | Emphasis

Engage with individuals, families, groups, organizations and communities | C6 | Emphasized

Assess individuals, families, groups, organizations, and communities | C7 | Emphasized

Intervene with individuals, families, groups, organizations and communities | C8 | Emphasized

Evaluate individuals, families, groups, organizations and communities | C9 | Reinforced

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to
apologize when mistakes are made. Educational resources are available at: [https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/](https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/)

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

**IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES**

**Accommodations based upon relationship or sexual violence, including sexual harassment and stalking:** The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445.
There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. TEXT/ REQUIRED READINGS

A: Required:


   *2nd Edition is not suitable as there is significant changes from the 2nd to 3rd edition.*
Due to the nature of this being a weekend course, it is critical that all reading is done PRIOR to Day 1.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Readings</th>
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<tbody>
<tr>
<td>10/19/2019</td>
<td>Motivational Interviewing: helping people change 3rd edition:</td>
</tr>
<tr>
<td></td>
<td>Part I: Chapters 1-3; Part II: Chapters 4 &amp; 5; Part III: Chapters 8-11</td>
</tr>
<tr>
<td>10/20/2019</td>
<td>Motivational Interviewing: helping people change 3rd edition:</td>
</tr>
<tr>
<td></td>
<td>Part IV: Chapters 12-18; Part V: Chapters 19 &amp; 20; Part VI: Chapter 25</td>
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VI. ORGANIZATION OF COURSE

This course is organized over the course of two full days. The course is intensive and covers a significant amount of material over the course of the two days. Please come prepared to stay focused and work hard. All reading is expected to be completed prior to the first day of class in order to facilitate greater depth in learning. There will be an exam on the first day that will test your beginning knowledge which will include the reading and there will be an exit exam that will do the same.

VII. ROLE OF FACULTY AND STUDENT

✓ Attendance is required; no exceptions will be made. If you miss any part greater than half a day, you will not receive credit for the course. The course is highly experiential and requires attendance and participation.
✓ Class participation is expected and is a core part of the experiential process.
✓ Assigned materials should be read before class
✓ Thoughtfulness, intentionality, and genuineness are valued
✓ Bring materials to class

The classroom environment is the mutual responsibility of the faculty and the students.

Faculty: The professors will lecture, facilitate class discussions and experiential exercises, model and encourage open discussion, and foster an environment in which students’ values, knowledge and experiences can be explored and their diverse perspectives can be understood, respected and critically examined. The professors will also provide readings, assignment information, and be available for consultation and feedback.

Students: Class attendance and participation are required in this course. Assigned readings should be read before class, and students should be prepared to discuss and apply readings during class. Students are to turn in all assignments on time. Given the experiential emphasis of the course, students should be prepared to role-play at any time in class. Students are expected to maintain personal and professional boundaries at all times in discussions and role-plays.
USE OF CANVAS: Students are encouraged to review Canvas on a regular basis and utilize the technology appropriately to enhance their learning experience.

FOR ASSIGNMENT QUESTIONS: A discussion board forum has been set up on the course Canvas page. This is the place to post questions about assignments. Students are encouraged to subscribe to this forum to receive notifications about new posts and replies. Please review this discussion board before sending a personal e-mail to the instructor. All posted questions will receive a response from the instructor within 24 hours during the week but the discussion board is not always reviewed on the weekends, please plan accordingly.

FOR POWERPOINT LECTURES AND OTHER COURSE CONTENT: The instructor will utilize the course materials section of Canvas to post PowerPoint slides from class lectures, additional readings, handouts and links to useful websites and other relevant resources.

VIII. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>Competency /ies</th>
<th>Dimension/s</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer-To-Peer Motivational Interviewing Change Strategies Self-Evaluation</td>
<td>C1; C2; C4; C6,7,8, 9</td>
<td>Knowledge/Skills/Values/Cognitive and Affective Processes</td>
<td>03/24/2019</td>
</tr>
<tr>
<td>Motivational Interviewing Process Summary</td>
<td>C1; C4</td>
<td>Knowledge/Skills</td>
<td>03/24/2019</td>
</tr>
<tr>
<td>In Class Participation in Motivational Interviewing Skills Practice</td>
<td>C1,2,4,6, 7,8,9</td>
<td>Knowledge/Skills/Cognitive and Affective Processes</td>
<td>In Class</td>
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</tbody>
</table>

Course Activities

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<tbody>
<tr>
<td>Real-Plays</td>
<td>C1,2,4,6, 7,8,9</td>
<td>Knowledge/Skills/Cognitive and Affective Processes</td>
<td>In-Class</td>
</tr>
<tr>
<td>Discussion Panels</td>
<td>C1; C2; C4; C6</td>
<td>Knowledge/Skills/Values</td>
<td>In-Class</td>
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XI. ASSIGNMENTS AND GRADING CRITERIA

If you have a learning disability, sensory or physical disability, or other impairment, or if English is your second language and you may need special assistance in lectures, reading assignments, and/or testing, please contact me as soon as possible.
Participation in class is defined as clear engagement in class (appearing interested, taking notes, asking critical and thoughtful questions, attendance, and timeliness).

Assignments are due on the due dates provided in the course outline. In the event of an extraordinary circumstance and an assignment is unable to be completed by the due date, the instructor must be notified at least 24 hours in advance of the due date. Assignment extensions will not be given without prior discussion with the course instructor. **Missing assignments will not be accepted for partial grade.**

Many of the examples used in this course will come from our personal experience as clinicians. Although we will take lengthy efforts to protect the identities and protect the confidentiality of our clients; I expect students to honor the values and ethics of Social Work practice as delineated by the National Association of Social Workers.

Students will be evaluated based on the following methods:

1. Peer-to-Peer Change Strategies Self-Evaluation (40%)
2. Motivational Interviewing Process Summary (40%)
3. Class Participation (20%)

**Peer-to-Peer Change Strategies Self-Evaluation**

*Due Date: November 3, 2019 @ 11:59 p.m.*

The purpose of this assignment is for you to self-assess your ability to engage in Motivational Interviewing as you develop your skills over the course of the two days. In this assignment, you will be placed in a group of 3 for the weekend and you each will undergo a process of engaging and practicing Motivational Interviewing techniques and processes. This assignment will summarize your experience and knowledge.

See Canvas for additional instructions

**Motivational Interviewing Process Summary:**

*Due Date: November 3, 2019 @ 11:59 p.m.*

Motivational Interviewing utilizes a framework to help build and strengthen motivation in the service of change through engaging, focusing, evoking and planning. This assignment is designed for you to summarize each of these processes based on the Miller and Rollnick 3rd edition text. **YOU MUST HAVE THE THIRD EDITION.** There are significant changes in editions, and this course will be solely graded on your ability to synthesize and discuss the 3rd edition’s version of Motivational Interviewing. You will be given a prompting scenario and question to help put the processes in context.

See Canvas for specific instructions

**Class Participation:**

As a skills lab, this course is heavily focused on developing the skills of Motivational Interviewing, which requires full attendance on each day (there is will be no exceptions to this rule: if you must miss any portion of class, you must contact the Registrar’s Office and withdraw immediately or you will receive a failing grade). The bulk of this course is about learning how to “do” not just understanding Motivational
Interviewing. Since this is a style, and approach, and a specific set of techniques, it requires students to be present in class to practice these skills.

**You will also be required to utilize a “real-play.”** This means you must come to class prepared to talk about a change you would like to make in your life. The change should be appropriate to a peer-to-peer context, within your limits of vulnerability in sharing, and something you genuinely wish to change. “Role-plays”, utilizing fake information from a vignette does not allow for a robust enough opportunity to truly see Motivational Interviewing in action.

*Your group-mates will be grading you on your preparation, willingness to engage in real-play activities, and the level of seriousness you take this opportunity to learn.*

<table>
<thead>
<tr>
<th>X. COURSE OUTLINE</th>
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<tbody>
<tr>
<td><strong>Time</strong></td>
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</table>
| **Day 1:** | 9-10:30 a.m. Pretest  
Introduction to Motivational Interviewing  
What is your Default Communication Style? |
| 10:30-10:45 | Break |
| 10:45-12:00 | Defining Motivation  
Role of Ambivalence  
Stages of Change  
Values |
| 12:00 – 1:00 | Lunch on your own |
| 1:00 – 2:30 | Elements of MI  
MI Process  
The Spirit of Motivational Interviewing |
| 2:30-2:45 | Break |
| 2:45-5:00 | Introducing the Foundational Skills: OARS  
Video  
Real-Play |
| **Day 2** | 9:00 – 10:30 Review Day 1  
OARS Practice  
Focusing |
| 10:30-10:45 | Break |
| 10:45-12 | Identifying and Differentiating Change Talk  
Preparatory and Mobilizing Language  
Introducing the Righting Reflex |
| 12:00 – 1:00 | Lunch on your own |
| 1:00 – 2:30 | Skill Practice  
Planning for Change |
| 2:30-2:45 | Break |
| 2:45- 5:00 | Video Demonstrations  
Real-Plays  
Posttest |