This course provides introductory training in the clinical skills of Motivational Interviewing (MI). MI has received empirical support for helping patients/clients improve target behaviors that are difficult to change. These include reduction of addiction behaviors (e.g., alcohol abstinence), improvement of health behaviors (e.g., improved diet, increased exercise), and improved treatment adherence. This one credit course will be clinically-focused and will emphasize experiential teaching within the classroom, where didactics will be accompanied by ample clinical role-play exercises.

The following learning goals will be targeted:

- The spirit of MI
- O.A.R.S.
- Using empathy to develop discrepancy and rolling with resistance
- Recognizing, elicit and reinforce change talk
- Negotiating a change plan

**COURSE OUTLINE:**

**February 26, 2010; Session I (2 hours, 45 minutes).**
Introduction to Motivational Interviewing: What is MI?, MI Spirit, Empathy for rolling with resistance and for developing discrepancy.

- This session will provide an introduction to MI and discuss the MI spirit. Issues of motivation and the MI spirit will be discussed in a way that corresponds with students’ clinical experiences. Finally, didactics will be combined with role-play exercises to demonstrate the use of empathy for rolling with resistance and developing discrepancy.
- Readings: 2 (Miller & Baca, 1983); 3 (Miller & Rollnick, 2002; Chapters 1-5, [pages 1-51]) Students are encouraged to have these readings completed prior to this first class session.

**March 5, 2010; Session II (2 hours, 45 minutes).** Discussing motivational issues using O.A.R.S.

- This session will focus on the types of statements that are emphasized by the therapist during MI (i.e., Open-ended questions; Affirmations, Reflections, and Summary Statements). Didactics and role-play exercises will be used teach the use of these statements. Discussion and exercises will also cover techniques for asking evocative questions.
- Readings: 3 (Miller & Rollnick, 2002; Chapter 6 [pages 52-84], Chapter 9 [111-125]). Students are encouraged to have these readings completed prior to this second class session.
March 12, 2010; Session III (2 hours, 45 minutes). Recognizing and Reinforcing “Change Talk.”
- This session will focus on how to provide direction in favor of change during the MI encounter. Specifically, didactics and role-play exercises will be used to teach students how to recognize and respond to change talk, so to evoke motivational language from clients.
- Readings: 3 (Miller & Rollnick, 2002; Chapter 7 [85-99]); 4 (Moyers et al., 2007). *Students are encouraged to have these readings completed prior to this third class session.*

March 26, 2010; Session IV (2 hours, 45 minutes). Negotiating a Change Plan
- This session will instruct students on MI-consistent methods for providing clients with information. In addition, didactics and role-play exercises will be used to instruct on methods for developing a specific plan for change with clients.
- Readings: 3 (Miller & Rollnick, 2002; Chapters 10-12 [pages 126-178]). *Students are encouraged to have these readings completed prior to this fourth class session.*

April 9th, 2010; Session V (2 hours, 45 minutes). Audiotape feedback
- As part of the course, students will audio-record a session of MI with a client (with appropriate consent signed). Session five will involve listening to the audio-recordings as a class and providing students with constructive and supportive feedback on their use of MI.
- Readings: 1 (Hettema et al., 2005). *Students are encouraged to have these readings completed prior to this fifth class session.*

READING MATERIAL:
Introduction to the Practice of Motivational Interviewing
Alejandro Interian, Ph.D.

Spring 2010
efficacy: Where is the evidence? Alcoholism: Clinical and Experimental Research, 31, 40s-47s.

COURSE REQUIREMENTS:

1. Active class participation – The course will utilize a model of MI training that relies heavily on the practice of MI skills. Each class session will therefore include ample practice exercises and active participation is expected.
2. In addition, students will be asked to complete a paper that outlines three challenges/barriers to implementing MI in their clinical work and then to describe how those challenges could be overcome from an MI standpoint. This paper is due on 3/12/2010.
3. Students will be asked to audiorecord an MI session with a client (with appropriate consent). This is due for the class session on 4/9/2010. The class session will be used to provide constructive feedback during the class session. While audiotaped feedback can be concerning for all who are learning, it is an optimal way to help students establish MI competencies. Rest assured that this feedback will be constructive, focusing on the positive, and supportive.