SSS 544  
Motivational Interviewing: Applying SBIRT to Social Work Practice  
(1 credit)  
This class meets on four Fridays between November 3 and December 1, 2017.  

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I. COURSE PURPOSE  
The purpose of this course is to introduce students to motivational interviewing, an evidence based, collaborative, goal-oriented style of communication with particular attention to the language of change (Miller & Rollnick, 2013). Students will understand motivational interviewing as a means to facilitate social change in individuals, groups, organizations, and society. Students will learn the tools of motivational interviewing that guide a client toward change while acknowledging the strengths, dignity, and worth of that client. Students will explore the compatibility of motivational interviewing with the values of social work and its applicability to many social work practice issues including drug and alcohol use, health behaviors, homelessness, advocacy, and community organizing. Students will demonstrate understanding of the philosophy and perspective of the intervention and proficiency with its techniques and skills.  

This course is consistent with the mission of the National Catholic School of Social Service. The complete mission statement can be found at http://ncsss.cua.edu/mission.cfm  

II. COMPETENCIES AND PRACTICE BEHAVIORS  
The Council on Social Work Education (CSWE) requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will be able to demonstrate the following practice behaviors within the noted competencies:
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<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
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| **1. Professional Identity:** Identify as a professional social worker & conduct oneself accordingly | 1.1 Social workers demonstrate professional use of self across all practice settings.  
1.2 Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives. |
| **2. Ethical Practice:** Apply social work ethical principles to guide advanced practice. | 2.1 Social workers recognize and manage personal biases in practice settings.  
2.2 Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional standards for ethical social work practice. |
| **3. Critical Thinking:** Apply critical thinking to inform and communicate professional judgments. | 3.1 Social workers engage in reflective practice.                                                                                                                                                                   |
| **4. Diversity in Practice:** Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they impact practice. | 4.2 Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance.                                                                 |
| **5. Human Rights & Justice:** Advance human rights through understanding how social and economic justice factors impact practice | 5.1 Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society. |
| **6. Research Based Practice**  
Engage in research-informed practice and practice-informed research | 6.1 Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs. |
| **7. Human Behavior:** Apply knowledge of human behavior and the social environment | 7.1 Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice. |
10. Engage, Assess, Intervene, Evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

10.1.1 Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients.
10.1.2 Develop culturally responsive therapeutic relationships.
10.1.3 Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.
10.1.4 Effectively use interpersonal skills to establish collaboration between multiple stakeholders involved in enhancing organizational, community, and social well-being.

III. FURTHER EDUCATIONAL OBJECTIVES

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

1. Identify the purpose of motivational interviewing and explore its application in micro, mezzo, and macro practice settings to promote change.
2. Understand the evidence base, perspective, skills, tasks, and processes of motivational interviewing.
3. Apply the elements of motivational interviewing to SBIRT screening and brief intervention for at risk behaviors.
4. Demonstrate understanding and application of motivational interviewing skills and practice through a video taped role play.

IV. COURSE REQUIREMENTS

A. Required Texts and Readings:


Other Required Readings:
There may be other required readings that come from scholarly journals or other pertinent resources. These readings are posted on the Blackboard page for the course. Individuals not enrolled in this course may not have access to the Blackboard page or readings.
B. **Recommended Readings:**


C. **Other Recommended Resources and Media:**

**Youtube links:**

https://www.youtube.com/watch?v=SZ-IH-V7oJ4
Instructive video that demonstrates simple and complex reflective listening with a muppet (TRT 4:54)

https://www.youtube.com/watch?v=4VOubVB4CTU
Everybody Loves Raymond uses reflective listening (TRT 2:58)

https://www.youtube.com/watch?v=ONPlsxurIJg
SBIRT in Primary Care: At-Risk Alcohol Use (TRT 5:06)

https://www.youtube.com/watch?v=GvaOXREccHI
Adolescent Brief Intervention: “Jacob” (TRT 6:26)

https://www.youtube.com/watch?v=jbN1-LoFa7k
SBIRT: Michael (TRT 5:37)

https://www.youtube.com/watch?v=A-3wZrLkZpE
Motivational Interviewing and Employment – with OARS labeled (TRT 8:04)

https://www.youtube.com/watch?v=67I6g1I7Zao&t=7s
Motivational Interviewing: Good Example – Alan Lyme (TRT 9:23)

https://www.youtube.com/watch?v=VIvanBFkv1
Motivational Interviewing: Bad Example – Alan Lyme (TRT 3:13)
D. Course Assignments:

1. Attendance and Class Participation = 30% of Final Grade
Because there are only four class periods and most of the learning will occur in class, it is imperative that all students attend every class period in full. Students are expected to complete all assigned readings, arrive to class on time, and be fully prepared to actively participate in all class exercises and discussions. Readings assigned for a class period are due for that class period. In other words, students should come to class familiar with the readings. All practice content in discussions must be kept confidential, in keeping with the Student Confidentiality Agreement.

Missing class sessions will result in a significantly reduced grade. Arriving to class late or leaving early (30 minutes or more) will be considered an absence. Class participation requires the student to have reviewed the readings in advance, and be fully present and engaged in the material for the entire class meeting. When in class, all electronic devices should be turned off or set to silent operation. Computers or tablets should be used in class to further learning only. If they are used for non-academic purposes during class time, the instructor reserves the right to prohibit their use in class. In addition, this could result in reduced class participation grade.

2. Weekly short quizzes = 15% of Final Grade
At the beginning of each class period including week one, all students will take a short quiz that covers the reading required for that class. The quizzes will be objective with true/false, multiple choice, and fill in the blank answers. The purpose of the quizzes is to verify thorough understanding of the assigned reading.

3. Reading and presentation of extra Miller & Rollnick Chapters = 15% of Final Grade
Due to the quantity of reading material during an abbreviated course schedule, several chapters of the main text, Motivational Interviewing, will be divided up among the students for a thorough reading and presentation of main points. For weeks two and three, each student will present on at least one chapter, identifying the main concepts in the chapter as guided by instructor-provided discussion questions. Read your assigned chapter(s) thoroughly. Summarize the main ideas briefly as guided by the discussion questions provided by the instructor. Create a short (1-2 page) document of that summary. Outline or list form is preferred. Email your summary to me at least one hour before class. Be prepared to lead a discussion on your assigned chapter(s) in class. Presentations and discussions should consider the overall chapter content within the context of motivational interviewing and demonstrate critical reflection of the reading. No power points please. Clear, concise, and comprehensive chapter content presentations are an important contribution to class discussion.

3. Videotaped Role Play = 40% of Final Grade
Motivational interviewing is a practical skill based intervention applicable to many social work practice situations. This assignment provides students an opportunity to demonstrate their understanding and ability to implement motivational interviewing in a contrived practice situation. With a partner, each student will produce two 15-20 minute role plays using motivational interviewing. These role plays, along with a 2 page written analysis of the role plays, will be due one week after the completion of the class. See
Final Project guidelines at the end of this document for details. Before you start on this assignment, please read the guidelines all the way through to the end.

E. **Grading Policy:** The university grading system will be utilized (see policy in bulletin). The grade will be based upon the extent to which the student meets the course objectives as demonstrated by class participation and assignments.

F. **Course and Instructor Evaluation:**

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at [http://evaluations.cua.edu/evaluations](http://evaluations.cua.edu/evaluations) using your CUA username and password. Additional informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to special requests. These evaluations will serve as a basis for ongoing course revisions.

V. **CLASS EXPECTATIONS**

Please refer to NCSSS Announcements or appropriate Program Handbook for Academic Requirements ([http://ncsss.cua.edu/courses/index.cfm](http://ncsss.cua.edu/courses/index.cfm)), including scholastic and behavioral requirements.

NCSSS is committed to creating an open and inclusive learning environment where all members, including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions will arise relative to diversity and different life experiences. When such issues occur – inside or outside of the classroom – NCSSS members agree to engage in respectful and productive discussions until learning is enhanced and understanding is deepened for all involved.

A. **Scholastic Expectations**

All written work should reflect the original thinking of the writer, appropriately reference ideas and authors from the literature, and adhere to the current APA-6 format.

B. **Behavioral Requirements**

Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students are expected to:

- Attend class prepared for active engagement in all discussions and exercises.
- Recognize and avoid behavior that jeopardizes the learning and teaching environment of other students or the instructor.
- Demonstrate competence in planning academic activities and in following through on those plans.
- Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom.
- Use an appropriate level of instructor’s time and attention in and out of class.
• Behave in a manner that is consistent with the ethical principles of the social work profession.
• Adhere to additional expectations as provided by the instructor.

C. **Academic Honesty**

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy [here](http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.

D. **Confidentiality**

Students are expected to adhere to the Confidentiality Agreement that they sign. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the CSSS –BSW and MSW programs that are for professional learning purposes only and subject to strict professional confidentiality standards. These same standards also extend to various forms of written communication and peer consultation.

Students will also refrain from using social media outlets (blogs, twitter, Facebook, and so on), or email to discuss practice settings, program responsibilities, and projects with individuals who are not in teaching or supervision roles directly related to the situation.

E. **Accommodations**

Students with physical, learning, psychological, or other disabilities seeking course accommodations must be certified by the Disability Support Services (DSS) Office. Accommodations are provided based upon the DSS instruction letter and only after it is presented to and discussed with the instructor. Students are expected to arrange a meeting with the course instructor as soon as possible to discuss these accommodations.

F. **Use of Electronic Devices**

Laptops and other electronic devices are permitted in the classroom only for course purposes (e.g., note taking or course work). Cell phones or other electronic devices that would disrupt the learning environment of the classroom are to be turned off prior to the beginning of the class and put away during class.
CLASS SCHEDULE

Class One: Introduction and Overview of MI
November 3, 2017

This class will provide an overview of motivational interviewing including its evidence base, its alignment with the transtheoretical model of change, its key elements, and the spirit or philosophy on which motivational interviewing relies.

Required Reading:
- Part I. What is Motivational Interviewing, p. 1.
  - Chapter 1 – Conversations about Change, pp. 3-13.
  - Chapter 3 – The Method of Motivational Interviewing, pp. 25-36.

Recommended Reading:

An objective short quiz will cover this week’s reading.

Assignment: Please find a partner for your final project.

Class Two: Engaging and Focusing
November 10, 2017

Engaging and Focusing are the first two tasks of motivational interviewing. In this class, we will learn the basic skills of active listening and reflecting on which engagement is built. Additionally, the principles that guide collaborative focus will be explored. Core interviewing skills will also be covered, ending the class period with an opportunity to practice these skills in role plays.

Reading Required of all students:
- Chapter 4 – Engagement and Disengagement. pp. 37-47.
- Chapter 5 – Listening: Understanding the Person’s Dilemma, pp. 48-61.
- Chapter 6 – Core Interviewing Skills: OARS, pp. 62-73.
**Required Reading to be divided among students:**
- Chapter 7 – Exploring Values and Goals, pp. 74-90.
- Chapter 9 – Finding the Horizon, pp. 102-119.
- Chapter 10 – When Goals Differ, pp. 120-130.
- Chapter 11 – Exchanging Information, pp. 131-154.

An objective short quiz will cover this week’s reading.

**Assignment:** Students should be prepared to present and lead a discussion on the individual chapter(s) they are assigned to read and review for class two. See course assignments. NO POWER POINTS PLEASE.

**Class Three: Evoking and Planning**
November 17, 2017

Evoking and Planning are the final tasks of motivational interviewing. In this class, we will explore the principles, skills, and processes that move a client toward change. Covered topics will include exploring ambivalence, identifying change talk, evoking motivation, and developing discrepancy. Students will also learn when and how to develop a change plan with a client. Role plays will focus on change talk and readiness for change.

**Reading Required of all students:**
- Chapter 12 – Ambivalence: Change Talk and Sustain Talk, pp. 155-166.
- Chapter 13 – Evoking the Person’s Own Motivation, pp. 167-182.
- Chapter 18 – Developing Discrepancy, pp. 243-254.
- Chapter 20 – From Evoking to Planning, pp. 257-267.
- Selection from Chapter 21 – Summarizing Change Plan, p. 272.

**Required Reading to be divided among students:**
- Chapter 14 – Responding to Change Talk, pp. 183-195.
- Chapter 15 – Responding to Sustain Talk and Discord, pp. 196-211.
- Chapter 16 – Evoking Hope and Confidence, pp. 212-230.
- Chapter 17 – Counseling with Neutrality, pp. 231-242.
- Chapter 22 – Supporting Change, pp. 293-302.

An objective short quiz will cover this week’s reading.

**Assignment:** Students should be prepared to present and lead a discussion on the individual chapter(s) they are assigned to read and review for class three. See course assignments. NO POWER POINTS PLEASE.
Class Four: Bringing it all together with practical application to SBIRT
December 1, 2017

SBIRT is an evidence based practice that relies on motivational interviewing techniques. It uses a public health approach and is appropriate in most health and human service settings. In this class, students will learn about the evidence based nature and the steps of SBIRT, including how to screen, provide a brief intervention, and referral to treatment. Role plays will practice SBIRT.

Required Reading:

Recommended Reading:

An objective short quiz will cover this week’s reading.

Assignment: Final projects are due in one week, December 8, 2017