Implementing Evidenced Based Practices:
Motivational Interviewing with
Mental Health, Substance Abuse & Dual Diagnosis Clients

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Course Description

This class provides an emphasis on developing a detailed understanding and a foundation of skills of Motivational Interviewing (MI) when working with substance abuse and dual diagnosis clients. Motivational Interviewing (MI) is an empirically validated approach for working with mental health, addictions, and dual diagnosis clients. It is designed to assist clients who are ambivalent and/or resistive to change. This approach was developed by Bill Miller, Ph.D. and Stephen Rollnick, Ph.D. at the University of New Mexico. MI integrates stages of change into the therapeutic process. MI is a therapeutic approach that is compatible with most therapeutic modalities such as CBT, Client Centered and Strength based approaches. This course will explore the theoretical basis for this approach, practice of specific MI interventions and how to work with difficult and/or highly resistant clients with mental health, addictions, and dual diagnoses difficulties. This approach is designed to help individuals work through his/her resistance and ambivalence to change. This course will have a strong experiential component that will directly apply to clinical work.

Course objectives:

1. Explore treatment issues with adolescents and adults with mental health, substance abuse and dual diagnoses. These clients are often resistant and perhaps hostile in the early stages of treatment.

2. The engagement process will be explored and recommendations will be made about how to reach optimal treatment engagement when working with mental health, substance abuse and dual diagnosed clients.

3. To develop knowledge and skills about how to identify and deal with mental health, addictions and dual diagnosed clients who display resistance and/or ambivalence about changing.

4. To gain an understanding of the principles of Motivational Interviewing and Stages of Change when working with mental health, substance abuse and dual diagnosed clients.

5. To be able to identify clients' stages of change and respond therapeutically to enhance the change process when working with mental health, substance abuse and dual diagnosed clients.

6. To learn and practice the specific techniques of MI. This will include early interventions, listening reflectively, rolling with resistance, decisional balances, increasing change talk and achieve commitment to change when working with mental health, substance abuse and dual diagnosed clients.

7. To be able to identify and avoid "traps" of getting into power struggles about the necessity of change when working with mental health, substance abuse, and dual diagnosed clients.

Course Assignments:

Participation, attendance and readings (50 points):
This will be largest part of your grade. It is expected that you will actively participate in every class. This class has an experiential structure. For all of us to get the most out of the class it is necessary that we practice the knowledge and skills we are learning. We will be participating in role plays and discussions about treatment issues. Attendance and completing the readings is also an integral component of the class discussion. Therefore it will be expected that you will attend every class along with being prepared to discuss the readings for that week. Missing more than one class will result in a lower grade.

Complete Clinical Vignettes (25 points)
Each student will make receive a clinical vignette. These vignettes will ask students to integrate their knowledge and skills of motivational interviewing techniques. Vignettes will be passed out during the last class and due back in two weeks.

Open Book Exam (25 points)
There will be an open book exam which will consist of multiple choice and short answer questions. The exam will be completed in class 4. Students can use the book and all class material to complete the exam. Students will be allowed to work in groups or individually to complete the exam.

Grading:

Participation, attendance & readings	50 points
Clinical Vignettes	25 points
Teach a DBT Skill	25 points

100-95 points	=	Grade of A	Exemplary
94-90 points	=	Grade of A-	Excellent
89-85 points	=	Grade of B+	Very Good
84-75 points	=	Grade of B	Generally Good
74-70 points	=	Grade B-	Acceptable
69-0 points	=	Grade F	Fail

Reading Assignments:

Class 2:
   o   Motivational Interviewing: Chapters 1-4

Class 3:
   o   Motivational Interviewing: Chapters 5-8

Class 4:
   o   Motivational Interviewing: Chapters 9-12

Class Schedule

Module I	Motivational Interviewing & Engaging Clients

- ➢ Lecture: Initial Engagement
- ➢ MI Training Video #1
- ➢ Small Group Activity: "Effectively Listening Reflectively"

Module II	Reflective Listening

- ➢ Lecture: Reflective Listening
- ➢ MI Training Video #1, Title 3: Chapter 9-12 (14 minutes)
- ➢ Small Group Activity: "Critical Issues and Quick Tips"

Module III	Stages of Change

- ➢ Lecture: Stage of Change
- ➢ Small Group Activity: "Identifying Client's Stage of Change & Applying Therapeutic Interventions"

Module IV)	MI Techniques

- ➢ MI Training Video #1, Title 5: Chapters 2-17 (25 minutes)
- ➢ Lecture: MI Techniques
- ➢ MI Training Video: #1, Title 5: Chapters 18-26 (15 minutes)
- ➢ Practice: MI Techniques in Triads

Module V	Eliciting Change Talk

- ➢ Lecture: Eliciting Change Talk
- ➢ Practice: Completing Decisional Balance
- ➢ Practice: Completing Change Plan Worksheet
- ➢ MI Training Video: #1, Title 4: Chapters 13-29 (25 minutes)