

**ORIGINATOR'S SECTION:**

1. College:  CHABSS  CoBA  CoEHHS  CSM  
 Desired Term and Year of Implementation (e.g., Fall 2008):  
 Fall 2018

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form\*)  Yes  No

3. Course will be a variable-topics (generic) course?  Yes  No  
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:\* MSW 656

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)  
Motivational Interviewing

6. Abbreviated Title for PeopleSoft:  
 (no more than 25 characters, including spaces)  
 Motivational Interviewing

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)  
 Explores Motivational Interviewing (MI) as a research informed intervention with individuals, groups, and families. Emphasizes the implementation of the knowledge and skills involved in this approach with diverse populations and in various practice settings.

9. Why is this course being proposed?  
 This is a new elective course option that students can take in their studies. Students are required to take 9 elective units in their required course of study. It is not an additional required course and has been previously taught as a 690 class.

10. Mode of Instruction\*  
 For definitions of the Course Classification Numbers:  
[http://www.csusm.edu/academic\\_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular\\_Forms\\_Tab/Instructional%20Mode%20Conventions.pdf](http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2
Activity		
Lab		

11. Grading Method:\*  
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)  
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)  
 Credit/No Credit Only (C)  
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment?  Yes  No  
 Faculty  Credential Analyst  Dean  Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once?  Yes  No  
 If yes, how many times? (including first offering)

15. Is Course Crosslisted:  Yes  No  
 If yes, indicate which course \_\_\_\_\_ and check "yes" in item #22 below.

16. Prerequisite(s):  Yes  No

17. Corequisite(s):  Yes  No

18. Documentation attached:  
 Syllabus  Detailed Course Outline

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Tracker  
 RP \_\_\_\_\_  
 PS \_\_\_\_\_

**RECEIVED**  
 OCT 30 2017  
 BY: \_\_\_\_\_

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information – all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?  Yes  No

If yes, please specify:  
Elective for MSW program

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)*  Yes  No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____	Signature _____	Date _____	Support _____	Oppose _____
Discipline _____	Signature _____	Date _____	Support _____	Oppose _____

**SIGNATURES : (COLLEGE LEVEL) :**

1. Originator (please print or type name) Blake Beecher Date 9-15-17

2. Program Director/Chair [Signature] Date 9-15-17

3. College Curriculum Committee [Signature] Date 10-30-17

4. College Dean (or Designee) [Signature] Date 10-30-17

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

**CALIFORNIA STATE UNIVERSITY SAN MARCOS**  
**Department of Social Work**

**MSW 656: Motivational Interviewing (3 Units)**

**Summer Semester, 2018**

<b>Instructor:</b>	<b>Days: Tuesdays</b>
<b>Office Hours: By Appointment</b>	<b>Time: 5:30pm to 10:30pm</b>
<b>E-mail :</b>	<b>Phone:</b>

**CATALOG DESCRIPTION**

Explores Motivational Interviewing (MI) as a research informed intervention with individuals, groups, and families. Emphasizes the implementation of the knowledge and skills involved in this approach with diverse populations and in various practice settings.

**Student Learning Outcomes/Course Objectives**

Upon completion of the course, the student should be able to:

1. Describe the conceptual framework, guiding principles and spirit of MI,
2. Demonstrate skills of assessing readiness to change and be able to gauge a client's initial and subsequent stage of change based on his/her behavior and statements.
3. Articulate and demonstrate in practice simulations motivational interviewing strategies that are appropriate to the client's readiness for change;
4. Demonstrate specific strategies for engagement, building motivation, eliciting change talk and strengthening commitment to change based on the client's readiness to change;
5. Demonstrate competency in implementing MI as based on course assignments and classroom critique;

**Course Overview**

Motivational Interviewing (MI) is an evidence-based counseling/communication method designed for evoking intrinsic motivation for positive behavior change. Originally developed in the drug and alcohol field, MI is now being widely applied in a variety of settings, including social services, health care, mental health, public health, and criminal justice. This course will introduce participants to the theories, principles, and skills of MI. The class will focus primarily on the use of MI by social workers and will include use of role and real-play to demonstrate and practice skills. Following the Eight Stages of Learning MI (Moyers & Miller, 2006) students will be guided through a sequence of learning activities to develop and refine the skills of MI and to begin a



process for developing proficiency in MI. Students will also become proficient in identifying and coding MI skills. Use of MI skills with other counseling methods will also be covered.

### **Department of Social Work Classroom Conduct Policy**

1. Classroom attendance and active participation are essential for achieving the student learning outcomes for courses. Students are expected to be present and prepared for every class meeting to promote effective learning of the course content. Unexcused absences, frequent tardy arrivals and/or leaving class early will affect a student's final grade. Petitioning for an excused absence is subject to the instructor's discretion.
2. Graduate students are expected to be active participants in class meetings. Lack of contribution to in-class discussions (and/or role play exercises) will adversely affect the student's grade. Conversely, attempts to dominate class discussions (and/or role play exercises) will also result in lower grades.
3. Cell phones, laptops, or tablets should only be used at breaks or as approved by instructor. Laptop/tablet use unrelated to class activities, texting, and frequent side conversations are not behaviors that show investment in the learning process and distract from student learning.
4. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of course credit (i.e. a minimum of 6 hours of outside of class weekly effort for a 3 credit hour class).
5. All assignments are to be turned in on the due date **at the start of class** per the class schedule. Assignments turned in after the time established by the instructor are considered late, with point deductions taken at the discretion of the instructor.
6. Information shared in class about practicum agency, staff and clients will be de-identified, in classroom discussion and in assigned papers. Personal material of students shared in the classroom as part of participating in class exercises and practice will not be shared with others outside of the classroom.
7. As a social work graduate student, you are expected to know and adhere to the NASW Code of Ethics. This is essential to becoming a professional social worker. See: <http://socialworkers.org/pubs/code/default.asp>

### **CSUSM Academic Honesty Policy**

\*\*Please refer to the CSUSM University Catalog section on Academic Honesty. Please consult with the instructor if you have any questions concerning the

completion of course requirements. Students are expected to adhere to the standards of academic honesty and integrity outlined in the CSUSM University Catalog section on Academic Honesty. All written assignments and oral presentations must be original work. All ideas/materials borrowed from other sources must have appropriate citations/references to the original sources, according to APA style format. Any quoted material should give credit to the source and be punctuated accordingly. Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. The CSUSM University Catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring this to the instructor's attention. I reserve the right to apply the academic honesty policy in accordance with the general rules and regulations of CSUSM. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an assignment or the entire course. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **Plagiarism**

Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students Web site: <https://biblio.csusm.edu/research-help/plagiarism-how-to-avoid-it>. If there are questions about academic honesty, please consult the department chair.

### **Students with Special Needs**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by email at [dss@csusm.edu](mailto:dss@csusm.edu). Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours in order to ensure confidentiality.<sup>1</sup>

## **REQUIRED TEXTS AND READINGS**

### **Required Texts**

Miller, W. R. & Rollnick, S. (2012). *Motivational interviewing: Helping people change* (3<sup>rd</sup> ed.). New York: Guilford press.

### **Library Reserve**

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<sup>1</sup> CSUSM Senate Resolution GEC 277-04 04/06/2005

## Required Supplementary Readings

Moyers, T. B., Martin, T., Manuel, J. K., Miller, W. R., & Ernst, D. (2010). *Revised global scales: Motivational Interviewing Treatment Integrity 3.1.1 (MITI 3.1.1)*. Available at: [http://casaa.unm.edu/download/MITI3\\_1.pdf](http://casaa.unm.edu/download/MITI3_1.pdf)

### Other good resources:

Arkowitz, H., Westra, H. A., Miller, W. R., & Rollnick, S. (2008). *Motivational interviewing in the treatment of psychological problems*. New York: Guilford.

Hohman, M. (2012). *Motivational interviewing in social work practice*. New York: Guilford.

Matulich, B. (2013). *How to do Motivational Interviewing: A guidebook for beginners*. 2<sup>nd</sup> Ed. Kindle Edition: [www.amazon.com](http://www.amazon.com).

Naar-King, S., & Suarez, M. (2010). *Motivational interviewing with adolescents and young adults*. New York: Guilford Press.

Wagner, C. C., & Ingersoll, K. A. (2013). *Motivational interviewing in groups*. New York: Guilford Press.

Westra, H. A. (2012). *Motivational interviewing in the treatment of anxiety*. New York: Guilford Press.

The following web site is an excellent source of information on MI  
<http://www.motivationalinterview.org/> Note in particular the “Background” information

## Required Material and Equipment

Students will be expected to have access to a personal computer with Internet and Web browsing capabilities. Access to Cougar Courses is required. There are several computing resources available on campus for students to utilize. Please make yourself aware of these.

## COURSE REQUIREMENTS

### Course Format

Material will be presented in a variety of formats including lectures, videos, discussions, and mini-group and individual in-class assignments. The instructor will help students engage with the material and practice new skills. Students are required to prepare for class by completing readings and other assignments.

### Writing Criteria

All writing assignments will be completed and submitted in APA style. See Grading section concerning grading that pertains to the use of APA format in papers. The written assignments meet the All-University Writing Requirement as described in the CSUSM University Catalog.

## Course Assignments

- First Interview Assignment Due at the start of class on 7/19/2018
- Final Exam will commence at the start of class on 8/9/2018

All assignments are due at the start of class. If your paper is late or you arrive late for your final exam, you will receive a 10% point deduction. If you have an emergency that affects your turning your paper in on time, you will need to make prior arrangements with me to avoid point deductions. Please make sure all assignments are double-spaced with 12 point font. You will be provided a template for transcribing your interview.

By taking this course, you agree that all required papers *may be* subject to submission for textual similarity review to TurnItIn for the detection of plagiarism. Some papers submitted for review will be included as source documents in the global TurnItIn repository to be used in future reviews. You should remove your name and any other personally identifying information from your papers prior to submission to TurnItIn.

### Grading for Assignments (Percentage weight for each assignment)

1. Attendance and Participation-20%
2. First Assignment-40%
3. Comprehensive Final Exam-40%

**Total = 100%**

### Grading Policy for the Course

A final letter grade for this course and grades for course requirements will adhere to letter grade standards as specified in the CSUSM University Catalog section on Grading System and Policies. Your papers will be evaluated for conceptualization, conciseness, and organization, as well as proper grammar, word usage, punctuation, spelling, and APA style.

### Grading Scale

The following plus/minus grading system will be used, based on a 100 point scale:

A =	93% -100%	C =	73% - 76%
A- =	90% - 92%	C- =	70% - 72%
B+ =	87% - 89%	D+ =	67% - 69%
B =	83% - 86%	D =	63% - 66%
B- =	80% - 82%	D- =	60% - 62%
C+ =	77% - 79%	F =	<59%

A grade of C or better is required for satisfactory completion of the course.

## COURSE CALENDAR

Week	Topic(s)	Assigned Reading & Assignments Due
Session 1 6/7/18	<u>Setting the Foundation:</u> Introduction to MI and the social psychology theories and principles underlying MI  <u>The "Spirit" of MI: What is the Spirit of MI? The 4 Processes; Engagement; Ethical Issues in MI</u>	Miller & Rollnick book: Chapters 1-5  Patrick, H., & Williams, G. C. (2012). Self-determination theory: its application to health behavior and complementarity with motivational interviewing. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 9 (18). Open Access: <a href="http://www.ijbnpa.org/content/9/1/18">http://www.ijbnpa.org/content/9/1/18</a>  Miller, W. R. (2013). MI and social justice. <i>Motivational Interviewing: Training, Research, Implementation, Practice (MITRIP)</i> , 1 (2), 15-18. <a href="http://www.mitrip.org/ojs/index.php/mitrip/article/view/32/57">http://www.mitrip.org/ojs/index.php/mitrip/article/view/32/57</a>
Session 2 6/14/18	<u>Client-centered counseling skills used in MI: OARS; Finding the Focus</u>	Miller & Rollnick, Chapters 6 & 7  Miller, W. R., & Rose, G. S. (2009). Toward a theory of motivational interviewing. <i>American Psychologist</i> , 64 (6), 527-537.
Session 3 6/21/18	<u>Client-centered counseling skills used in MI: OARS; Finding the</u>	Miller & Rollnick, Chapters 8, 9, 10, 11



<p>No time in class this week, online only</p>	<p>Focus (continued)</p>	
<p>Session 4 6/28/18  No time in class this week, online only</p>	<p><u>Establishing fidelity with the MITI coding system:</u> Learning to code MI interactions</p>	<p><u>Please have your MITI coding manual (Moyers, et al., 2010, printed from the website listed under required readings)</u></p> <p>Lundahl, B., Kunz, C., Tollefson, D., Brownell, C., &amp; Burke, B. L. (2010). Meta-analysis of motivational interviewing: Twenty-five years of research. <i>Research on Social Work Practice, 20</i>, 137-180.</p> <p>Apodaca, T. R. &amp; Longabaugh, R. (2009). Mechanisms of change in motivational interviewing: a review and preliminary evaluation of the evidence. <i>Addiction, 104</i>, 705-715.</p>
<p>Session 5 7/5/18</p>	<p><u>Review MITI coding system.</u>  <u>Evoking: recognizing and reinforcing change talk</u></p>	<p>Miller &amp; Rollnick, Chapters 12, 13, &amp; 14</p>
<p>Session 6 7/12/18</p>	<p><u>Evoking: recognizing and reinforcing change talk continued</u></p>	<p>Miller &amp; Rollnick, Chapters 12, 13, &amp; 14</p> <p>Morgenstern, J., Kuerbis, A., Amrhein, P., Hail, L., Lynch, K., &amp; McKay, J.R. (2012). Motivational interviewing: A pilot test of active ingredients and mechanisms of change. <i>Psychology of Addictive Behaviors, 26</i> (4), 859-869.</p>

<p>Session 7  7/19/18</p>	<p><u>Eliciting and strengthening change talk</u></p>	<p>Interview Assignment #1 is Due at the start of class  Miller &amp; Rollnick, Chapters 16-18</p>
<p>Session 8  7/26/18</p>	<p><u>Eliciting and strengthening change talk</u>  (continued)</p>	<p>Glynn, L. H., &amp; Moyers, T. B. (2010). Chasing change talk: The clinician's role in evoking client language about change. <i>Journal of Substance Abuse Treatment</i>, 39, 65-70.</p>
<p>Session 9  8/2/18</p>	<p><u>Responding to sustain talk and discord</u>  and  <u>Developing a change plan and consolidating commitment</u></p>	<p>Miller &amp; Rollnick, Chapter 15, 19 &amp; 20  Moyers, T. B., &amp; Miller, W. R. (2012). Is low empathy toxic? <i>Psychology of Addictive Behaviors</i>. On-line advanced publication. No pagination specified.  Resnicow, K., McMaster, F., &amp; Rollnick, S. (2012). Action reflections: A client-centered technique to bridge the WHY-HOW transition in motivational interviewing. <i>Behavioural and Cognitive Psychotherapy</i>, 40, 474-480.</p>
<p>Session 10  8/9/18  Final Exam</p>	<p><u>Utilizing MI with other methods; MI in groups; MI in diverse social work settings</u></p>	<p>Final Exam will start at the beginning of class  Readings:  Anez, L. M., Silva, M. A., Paris, M., &amp; Bedregal, L. E. (2008). Engaging Latinos through integration of cultural values and motivational interviewing principles. <i>Professional Psychology: Research and Practice</i>, 39 (2), 153-159.  Santa Ana, E. J., Wulfert, E., &amp; Nietert, P. J. (2007). Efficacy of a group motivational interviewing (GMI) for psychiatric in-patients with chemical dependence.</p>

## BIBLIOGRAPHY

### Setting the Foundation: Social Psychology

- Britton, P. C., Williams, G. C., & Conner, K. R. (2008). Self-determination theory, motivational interviewing, and the treatment of clients with acute suicidal ideation. *Journal of Clinical Psychology, 64* (1), 52-66.
- Burke, B., Arkowitz, H., & Menchola, M. (2003). The efficacy of motivational interviewing: A meta-analysis of controlled clinical trials. *Journal of Consulting and Clinical Psychology, 71* (5), 843-861
- Cain, D. J. (2007). What every therapist should know, be, and do: Contributions from humanistic psychotherapies. *Journal of Contemporary Psychotherapy, 37*, 3-10.
- Dunn, C., Deroo, L., & Rivara, F. P. (2001). The use of brief interventions adapted from motivational interviewing across behavior domains: a systematic review. *Addiction, 96*, 1725-1742.
- Hettema, J., Steele, J., & Miller, W. R. (2005). Motivational interviewing. *Annual Review of Clinical Psychology, 1*, 91-111.
- Leffingwell, T. R., Neumann, C. A., Babitzke, A. C., Leedy, M. J., & Walters, S. T. (2007). Social psychology and motivational interviewing: A review of relevant principles and recommendations for research and practice. *Behavioural and Cognitive Psychotherapy, 35*, 31-45.
- Markland, D., Ryan, R.M., Tobin, V. & Rollnick, S. (2005). Motivational interviewing and self-determination theory. *Journal of Social and Clinical Psychology, 24*, 785-805.
- Miller, W. R. & Moyers, T. B. (2006). Eight stages in learning motivational interviewing. *Journal of Teaching in the Addictions, 5* (1), 3-17.
- Miller, W. R. & Rollnick, S. (2009). Ten things that motivational interviewing is not. *Behavioural and Cognitive Psychotherapy, 37*, 129-140.
- Miller, W. R., Yahne, C. E., Moyers, T. B., Martinez, J., & Pirritano, M. (2004). A randomized trial of methods to help clinicians learning Motivational Interviewing. *Journal of Consulting and Clinical Psychology, 72* (8), 1050-1062.
- Rubak, S., Sandboek, A., Lauritzen, T. & Christiansen, B. (2005). Motivational interviewing: a systematic review and meta-analysis. *The British Journal of General Practice: The Journal of the Royal College of General Practitioners, 55* (513), 305-312.
- Vansteenkiste, M. & Sheldon, K.M. (2006). There's nothing more practical than a good theory: Integrating motivational interviewing and self-determination theory. *British Journal of Clinical Psychology, 45*, 63-82.

- Vasilaki, E. I., Hosier, S. G., & Cox, W. M. (2006). The efficacy of motivational interviewing as a brief intervention for excessive drinking: A meta-analytic review. *Alcohol & Alcoholism*, 41 (3), 328-335.
- Wahab, S. (2005a). Motivational interviewing and social work practice. *Journal of Social Work*, 5 (1), 45-60.

### MI Spirit

- Angus, L. E., & Kagan, F. (2009). Therapist empathy and client anxiety reduction in motivational interviewing: "She carries with me, the experience". *Journal of Clinical Psychology: In Session*, 65, 1156-1167.
- Barrett-Lennard, G. T. (1981). The empathy cycle: Refinement of a nuclear concept. *Journal of Counseling Psychology*, 28, 91-100.
- Crits-Christoph, P., Temes, C. M., Woody, G., Gallop, R., et al. (2009). The alliance in motivational enhancement therapy and counseling as usual for substance use problems. *Journal of Consulting and Clinical Psychology*, 77, 1125-1135.
- Feldstein, S. W., & Forcehimes, A. A. (2007). Motivational interviewing with underage college drinkers: A preliminary look at the role of empathy and alliance. *The American Journal of Drug and Alcohol Abuse*, 33, 737-746.
- Miller, W. R. (2012). MI and psychotherapy. *Motivational Interviewing: Training, Research, Implementation, & Practice (MITRIP)*, 1(1), 2-6. [www.mitrip.org](http://www.mitrip.org)
- Miller, W. R., Benefield, R. G., & Tonigan, J. S. (1993). Enhancing motivation for change in problem drinking: A controlled comparison of two therapist styles. *Journal of Consulting and Clinical Psychology*, 61 (3), 455-461.

### OARS Skills

- Catley, D., Harris, K. J., Mayo, M. S., Hall, S., Okuyemi, K. S., Boardman, T., & Ahluwalia, J. S. (2006). Adherence to principles of motivational interviewing and client within session behavior. *Behavioural and Cognitive Psychotherapy*, 34, 1-14.
- Moyers, T. B., Miller, W. R., & Hendrickson, S. M. L. (2005). How does motivational interviewing work? Therapist interpersonal skills predicts client involvement within motivational interviewing sessions. *Journal of Consulting and Clinical Psychology*, 73, 590-598.
- Thrasher, A. D., Golin, C. E., Earp, J. L., Tien, H., Porter, C., & Howie, L. (2006). Motivational interviewing to support antiretroviral therapy adherence: The role of quality counseling. *Patient Education and Counseling*, 62, 64-71.
- Tollison, S. J., Lee, C. M., Neighbors, C., Neil, T. A., Olson, N. D., & Larimer, M. E. (2008). Questions and reflections: The use of motivational interviewing microskills in a peer-le brief alcohol intervention for college students. *Behavior Therapy*, 39, 183-194.

### Use of the MI Treatment Integrity coding schema to determine MI proficiency

- D'Amico, E. J., Osilla, K. C., Miles, J. N., Ewing, B., Sullivan, K., Katz, K., & Hunter, S. B. (2012). Assessing motivational interviewing integrity for group interventions with adolescents. *Psychology of Addictive Behaviors*, May 28., epub ahead of print.
- Madson, M. B. & Campbell, T. C. (2006). Measures of fidelity in motivational enhancement: A systematic review. *Journal of Substance Abuse Treatment*, 31, 67-73.
- Pierson, H. M., Hayes, S. C., Gifford, E. V., et al. (2006). An examination of the Motivational Interviewing Treatment Integrity code. *Journal of Substance Abuse Treatment*, 32, 11-17.

### Change Talk

- Amrhein, P. C. (2004). How does motivational interviewing work? What client talk reveals. *Journal of Cognitive Psychotherapy*, 18, 323-336.
- Baer, J. et al. (2008). Adolescent change language with a brief motivational intervention and substance use outcomes. *Psychology of Addictive Behaviors*, 22 (4), 570-575.
- Moyers, T. B., Martin, T., Houck, J. M., Christopher, P. J., & Tonigan, J. S. (2009). From in-session behaviors to drinking outcomes: A causal change for motivational interviewing. *Journal of Consulting and Clinical Psychology*, 77, 1113-1124.
- Vader, A. M., Walters, Sc. T., Prabhu, G. C., Houck, J. M., & Field, C. A. (2010). The language of motivational interviewing and feedback: Counselor language, client language, and client drinking outcomes. *Psychology of Addictive Behaviors*, 24, 190-197.

### Developing a change plan and consolidating commitment

- Amrhein, P. C., Miller, W. R., Yahne, C. E., Palmer, M., & Fulcher, L. (2003). Client commitment language during motivational interviewing predicts drug use outcomes. *Journal of Consulting and Clinical Psychology*, 71, 862-878.
- Hodgins, D. C., Ching, L. E., & McEwen, J. (2009). Strength of commitment language in motivational interviewing and gambling outcomes. *Psychology of Addictive Behaviors*, 23, 122-130.

### Using MI with other methods and with diverse populations

- Foote, J., DeLuca, A., Magura, S., Warner, A., Grand, A., Rosenblum, A., & Stahl, S. (1999). A group motivational treatment for chemical dependency. *Journal of Substance Abuse Treatment*, 17 (3), 181-192.
- Forrester, D., McCambridge, J., Waissbein, C., Emlyn-Jones, R., & Rollnick, S. (2007). Child risk and parental resistance: Can motivational interviewing improve the practice of child and family social workers in working with parental alcohol misuse? *British Journal of Social Work*, 1-18.
- Hohman, M., Kleinpeter, C., & Loughran, H. (2005). Enhancing motivation, strengths, and skills of parents in the child welfare system. In J. Corcoran (Ed). *Building strengths and skills*. (pp. 268-292). New York: Oxford Press.

- Hohman, M. & Salsbury, L. (2009). Motivational interviewing and child welfare: 10 years later, what have we learned? ASPAC Advisor.
- Hohman, M., Doran, N., & Koutsenok, I. (2009). Motivational Interviewing training in juvenile corrections in California: First year outcomes. *Journal of Offender Rehabilitation*, 48 (7), 635-648.
- Lincourt, P., Kuettel, T. J., & Bombardier, C. H. (2002). Motivational interviewing in a group setting with mandated clients: A pilot study. *Addictive Behaviors*, 27, 381-391.
- Lundahl, B., Moleni, T., Burke, B. L., Butters, R., Tollefson, D., Butler, C., & Rollnick, St. (in press). Motivational interviewing in medical care settings: A systematic review and meta-analysis of randomized controlled trials. *Patient Education & Counseling*. Open access: <http://www.sciencedirect.com/science/article/pii/S0738399113002887>
- McMurrin, M. (2009). Motivational interviewing with offenders: A systematic review. *Legal and Criminal Psychology*, 14, 83-100.
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