

## Motivational Interviewing, Child Welfare Families, and Complex Change

1. **Course Coordinator:** Steven P. Wells
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3. **Teaching Staff:** Steven P. Wells
4. **Course Description:** Understanding how to assist families served by the child welfare system is critical to establishing safety and retention of children in homes or returning removed children as soon as feasible. Agreeing to service plans and implementing change by parents is a primary concern for helpers. This course will provide a model of change that explains complicated change and will offer an evidence-based model (Motivational Interviewing) for working with parents facing such change.
5. **Course Aims:**
  - Provide a theory-based model for understanding stages of change.
  - Describe how trauma and Adverse Childhood Experiences (A.C.E.'s) complicate the ability for parents to make change.
  - Offer an evidence-based model for assisting parents with making change.
  - Provide a formative, practical simulation activity for experiencing an interaction with a child welfare parent faced with complicated change.
6. **Learning Outcomes:** On successful completion of this course students should be able to:
  - Describe how the Trans-Theoretical Model of Change explains the process of change in child welfare families.
  - Describe how trauma and Adverse Childhood Experiences complicate the ability for parents to address change.
  - Diagram how change impacts the family system.
  - Identify the major components of Motivational Interviewing and how M.I. addresses parent ambivalence for change.
  - Demonstrate the basic use of M.I. skills (at the advanced beginner level) in a simulated interview with a parent involved in the child welfare system.
7. **Attendance Requirements:** Students must attend a minimum of 85% of the class sessions and complete the simulation event to pass the course.
8. **Teaching Arrangement and Method of Instruction:** The instructor will provide all instruction for the didactic sections and will be assisted by Haruv personnel for the simulation.
9. **Course Content:**
  - Trans-Theoretical Model of Change
  - Trauma-Informed Care
  - Adverse Childhood Experiences
  - Child Welfare Planning Process
  - Motivational Interviewing
10. **Course Evaluations**
  - Ecomap of Change Presentation and Reflection 15% (pre-course)
  - Case Study Analysis 25%
  - Simulation and Reflection 30%
  - Final Reflective Paper 30%

## 11. Course Outline

### Pre-Course Reading and Assignments

#### Read BEFORE CLASS BEGINS ON JULY 2<sup>nd</sup>:

- Miller, W. R. & Rollnick, S. (2013). *Motivational interviewing: Helping people change (3<sup>rd</sup> ed.)*. New York: Guildford Press.  
**Parts 1-4, pp. 1-243 before class begins on July 2<sup>nd</sup>.**
- Miller, W. R. & Rose, G. S. (2009). Toward a theory of Motivational Interviewing. *American Psychologist*, 64(6), 527-537.
- Miller, W. R. & Moyers, T. B. (2006). Eight stages in learning Motivational Interviewing. *Journal of Teaching in the Addictions*, 5(1), 13-27.

**Pre-Course Assignment:** Ecomap of Change Due 9:00 a.m. Friday, June 29, 2018 (complete instructions are found below in the Assignment section of the syllabus)

- Prochaska, DiClemente, & Norcross (1992): *In Search of How People Change*
- Prochaska & Norcross (2010): *Defining and Comparing Psychotherapies* (Chapter 1)

**View This:** [Trans-Theoretical Model of Change](#)

#### Ecomap Resources

<https://socialwork.msu.edu/sites/default/files/Koehler/docs/Ecomap%20Activity.pdf>

<http://www.strongbonds.jss.org.au/workers/cultures/ecomaps.html>

[http://dhhs.ne.gov/children\\_family\\_services/Documents/a1FEcoHow.pdf](http://dhhs.ne.gov/children_family_services/Documents/a1FEcoHow.pdf)

**Note to Students:** Other than the text and embedded website links, all resources (section #13 of this syllabus) can be found posted in "PDF" format in the course management system.

<b>Monday, July 2<sup>nd</sup></b>	
<b>9am-12</b>	<p><b>Introductions and Course Overview</b></p> <ul style="list-style-type: none"> <li>• Review of Content, Assignments, and Expectations</li> <li>• Questions for the Instructor: Student Panel of Interviewers</li> </ul> <p><b>Overview of Trans-Theoretical Model of Change</b></p> <ul style="list-style-type: none"> <li>• What is the “Model of Change”?</li> <li>• How does it fit with Motivational interviewing and Child Welfare?</li> <li>• An Ecomap Example</li> </ul> <p><b>Revisit:</b></p> <ul style="list-style-type: none"> <li>• Prochaska, DiClemente, &amp; Norcross (1992): <i>In Search of How People Change</i></li> <li>• Prochaska &amp; Norcross (2010): <i>Defining and Comparing Psychotherapies</i> (Chapter 1)</li> </ul>
<b>12-1</b>	<p><b>Lunch</b></p>
<b>1-4pm</b>	<p><b>Trans-Theoretical Model of Change - continued</b></p> <ul style="list-style-type: none"> <li>• Three Volunteer presentations of Student Ecomaps from Pre-Course Assignment</li> </ul> <p><b>The Parents We Serve: An Introduction to Adverse Childhood Experiences and Trauma</b></p> <ul style="list-style-type: none"> <li>• The Parent’s Journey From.....?</li> <li>• First Look at “Poor Kids”</li> </ul> <p><b>Revisit:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Adverse Childhood Experiences Website (SAMHSA)</a></li> <li>• Felitti, V. J. (2009). Adverse childhood experiences and adult health. <i>American Pediatrics</i>, 9(3), 131-132.</li> <li>• Felitti, V. J. &amp; Anda, R. F. (2009). The relationship of Adverse Childhood Experiences to adult medical disease, psychiatric disorders, and sexual behavior: Implications for healthcare. In Lanius, R. &amp; Vermetten, E. (Eds.), <i>The hidden epidemic: The Impact of early life trauma on health and disease</i>. Cambridge: Cambridge University Press.</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Iachini, A. L. &amp; Wolfer, T. A. (2012). Poor kids. University of South Carolina, United States of America.</li> <li>• Middlebrooks, J. S. &amp; Audage, N. C. (2008). <i>The effects of childhood stress on health across the lifespan</i>. Atlanta (GA): Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.</li> </ul>

**Tuesday, July 3rd**

<b>9am-12</b>	<p><b>The People We Serve: From A.C.E.'S to Trauma</b></p> <ul style="list-style-type: none"><li>• Expanding the view of A.C.E.'s.</li><li>• Connecting A.C.E.'s to child welfare families</li><li>• Introduction to a Dad</li></ul> <p><b>Read:</b></p> <ul style="list-style-type: none"><li>• Anda, R. F., Whitfield, C. L., Felitti, V. J., Chapman, D., Edward, V. J., Dube, S. R., &amp; Williamson, D. F. (2002). Adverse Childhood Experiences, alcoholic parents, and later risks of alcoholism and depression. <i>Psychiatric Services, 53 (8)</i>, 1001-1009.</li><li>• Chapman, D. P., Whitfield, C. L., Felitti, V. J., Dube, S. R., Edwards, V. J. &amp; Anda, R. F. (2004). Adverse childhood experiences and the risk of depressive disorders in adulthood. <i>Journal of Addictive Disorders, 82</i>, 217-225.</li><li>• Courtois, C. A. (2004). Complex trauma, complex reactions: Assessment and treatment. <i>Psychotherapy: Theory, Research, Practice, Training, 41(4)</i>, 412-425.</li><li>• Gilbert, L. K., Breiding, M. J., Merrick, MK. T., Thompson, W. W., Ford, D. C., Dhingra, S. S. &amp; Parks, S. E. (2015). Childhood adversity and adult chronic disease. <i>American Journal of Preventive Medicine, 48(3)</i>, 345-349.</li><li>• Oral, R., Ramirez, M., Coohy, C., Nakada, S., Walz, A., Kuntz, A. Benoit, J. &amp; Peek-Asa, C. (2015). Adverse Childhood Experiences and trauma informed care: The future of health care. <i>Pediatric Research, 79(1)</i>, 227-233.</li><li>• Whitfield, C. I. (1998). Adverse childhood experiences and trauma. <i>American Journal of Preventive Medicine, 14(4)</i>, 361-364.</li></ul>
<b>12-1</b>	<b>Lunch</b>

1-4pm	<p><b>The People We Serve: From Trauma to Strength</b></p> <ul style="list-style-type: none"> <li>• Expanding the view of A.C.E.'s.</li> <li>• Connecting A.C.E.'s to child welfare families</li> <li>• Introduction to a Mom</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Dawson, K. &amp; Berry, M. (2002). Engaging families in child welfare services: An evidence-based approach to best practice. <i>Child Welfare, 81(2)</i>, 293-317.</li> <li>• Forrester, D., Kershaw, S., Moss, H. &amp; Hughes, L. (2008). Communication skills in child protection: How do social workers talk to parents? <i>Child and Family Social Work, 13</i>, 41-51.</li> <li>• Forrester, D., McCambridge, J., Waissbein, C., Emlyn-Jones, r., &amp; Roolnick, 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? <i>British Journal of Social Work, 38</i>, 1302-1319.</li> <li>• Pecukonis, E., Greeno, E., Hodorowicz, M., Park, HK., Ting, L., Moers, T., Burry, C., Linsenmeyer, D., Strieder, F., Wade, K. &amp; Wirt, C. (2016). Teaching Motivational Interviewing to child welfare social work students using live supervision and standardized clients: A randomized controlled trial. <i>Journal of the Society for Social Work &amp; Research 7(3)</i>, 479-505, Retrieved from <a href="http://www.journals.uchicago.edu/doi/pdfplus/10.1086/688064">http://www.journals.uchicago.edu/doi/pdfplus/10.1086/688064</a> .</li> </ul>
1-4pm	<ul style="list-style-type: none"> <li>• Mullins, S. M., Suarez, M., Ondersma, S. J. &amp; Page, M. C. (2004). The impact of Motivational Interviewing on substance abuse treatment retention: A randomized control trial of women involved with child welfare. <i>Journal of Substance Abuse Treatment, 27(1)</i>, 51-58.</li> <li>• Rapp, C. A., Saleeby, D. &amp; Sullivan, W. P. (2005). The future of strengths-based social work. <i>Advances in Social Work, 6</i>, 79-90.</li> <li>• Rogers, C. R. (1992). The necessary and sufficient conditions of therapeutic personality change. <i>Journal of Consulting and Clinical Psychology, 60(6)</i>, 827-832.</li> <li>• Saleeby, D. (1996). The Strengths Perspective in social work practice: Extensions and cautions. <i>Social Work, 41(3)</i>, 296-305.</li> <li>• Snyder, E. H., Lawrence, C. N., Waterhole, T. N. &amp; Nagy, P. (2012). The benefits of Motivational interviewing and coaching for improving the practice of comprehensive family assessments in child welfare. <i>Child Welfare, 91(5)I</i>, 9-36.</li> </ul>

Wednesday, July 4 <sup>th</sup>	
9am-12	<p><b>Note to Students: The session today and the morning of July 5<sup>th</sup> will be “workshop format”. Come prepared to interact and move around!</b></p> <p><b>Introduction to Motivational Interviewing: Engaging and Focusing</b></p> <p><b>Review:</b>            Miller &amp; Rollnick (2013) Parts One, Two, &amp; Three-Chapters 1-11            Toward a Theory of MI            View TED Talk: <a href="#">TED Talk: This Is Your Brain On Communication</a></p>
12-1	<b>Lunch</b>
1-4pm	<p><b>Evoking Change Talk</b></p> <p><b>Review:</b>            Part Four-Chapters 12-18</p>

Thursday, July 5 <sup>th</sup>	
9am-12	<p><b>Case Analysis of “Poor Kids “Due by 9:00 a.m.</b></p> <p><b>Simulation Event</b></p> <p><b>NOTE: The instructor is working with Haruv Institute to create a small-scale simulation event for the class. It will a small number of student volunteers who will complete a simulation event with an actor portraying a child welfare scenario. More details will be published once the planning is complete.</b></p> <p><b>Simulation Reflection Due by 12:00 p.m.</b></p>
12-1	<b>Lunch</b>
1-4pm	<p><b>Weaving It Together: A Discussion of “Poor Kids”</b></p> <p><b>Thinking About Ourselves and Trauma</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Bride, B. E. (2007). Prevalence of secondary traumatic stress among social workers. <i>Social Work, 52(1)</i>, 63-70.</li> <li>• Iachini, A. L. &amp; Wolfer, T. A. (2012). Poor kids. University of South Carolina, United States of America.</li> </ul> <p><b>Conclusion: Course Take-Away</b></p> <p><b>Remember: Final Reflective Paper Due by 9:00 a.m. Friday, July 13, 2018</b></p>

## 12. ASSIGNMENTS

### **#1: Understanding Change – Ecomap Assignment (Pre-Course Assignment Due 9:00 a.m. Friday, June 29, 2018)**

#### **Rationale**

Ecomaps are useful tools for assessment. They provide a visual image that can assist the practitioner as well as the client to understand the social system in which the client lives. They help clarify relationships, identify communication challenges, and identify accessible resources.

#### **Instructions:**

1. Think about substantive change you have experienced in your life. This could be a personal loss, a move, a change in school or employment, etc. It could be either positive, negative, or both! In the first part of the narrative, describe the change using about two pages, double-spaced. Think about your social system at the time of the change: With whom did you live? Who were the significant persons in your immediate environment? Who were the significant persons outside your immediate environment? What other “systems” were significant to you at this time: employment, recreational, spiritual, health, etc.? In the second part, use the ***Trans-Theoretical Model of Change*** to describe how the change progressed, and describe some of the ***Processes of Change*** you utilized to move the change forward.
2. Compose an Ecomap that portrays your social system JUST PRIOR to the change taking place.
3. Then, compose an Ecomap that portrays your social system AFTER the change took place.
4. Add one paragraph to your narrative describing the differences you note in your Ecomap BEFORE the change took place and after the change took place.

#### **Assignment Resources:**

- Prochaska, DiClemente, & Norcross (1992): *In Search of How People Change*
- Prochaska & Norcross (2010): *Defining and Comparing Psychotherapies* (Chapter 1)

#### **Ecomap Resources**

<https://socialwork.msu.edu/sites/default/files/Koehler/docs/Ecomap%20Activity.pdf>

<http://www.strongbonds.jss.org.au/workers/cultures/ecomaps.html>

[http://dhhs.ne.gov/children\\_family\\_services/Documents/a1FEcoHow.pdf](http://dhhs.ne.gov/children_family_services/Documents/a1FEcoHow.pdf)

### **#2: Case Analysis of “Poor Kids (Due by 9:00 a.m. Thursday, July 5, 2018)**

Students will submit written case analyses for the case discussed in the course, “Poor Kids”. The analysis will the following components:

**Problem identification:** A specific formulation of the problem or issue, usually not to exceed two sentences. This is not a question but a statement of the problem. A problem statement should succinctly identify the crucial themes or issues that contribute to the dilemma experienced by the social worker.

**Contextual Analysis:** Analysis of micro, mezzo, and macro issues. Examples of such issues include social, cultural, political/legal, organizational, and economic/resource, and ethical issues and interpersonal relationships and intra-psychic and biological conditions. You are identifying the crucial issues that complicate the situation for the social worker. This should be roughly half of your paper.

**Alternative Strategies:** Includes at least 3 distinct alternative strategies that could address the identified problem. Each strategy must address a short-term solution (*what needs to be done immediately* at the point the case narrative ends), and a longer-term solution (*what may need to be done later to reduce the chance the problem will happen again*). Each strategy must also include a brief description of the advantages and disadvantages of that strategy.

**Recommendation:** The recommendation includes: (1) identify one strategy chosen from the 3 alternatives presented and a justification for its selection, (2) provide evidence-based practice support for the selected strategy, (3) indicate how the strategy's effectiveness will be determined (a plan for evaluation) and (4) at least one evidence-based practice citation supporting the recommendation. Be sure your recommended strategy can be supported with available resources.

Use APA style and format. The analysis should range from 5-7 pages, not including the title page and reference section.

**#3: Simulation and Reflection 30% (Due by 12:00 p.m. Thursday, July 5, 2018)**

This assignment will be an in-class, hand written reflection of the simulation experience. The assignment document will be provided by the instructor at the time of the simulation. This will be due at the end of class.

**#4: Final Reflective Paper (Due by 9:00 a.m. Friday, July 13, 2018)**

**Part One:** Choose one of the journal resources from the course Reference section (do not use the text or the case study). Reflect on the content presented in the resource and how, as a social work student, you "connect" with that content. Compose a reflection in the format below:

1. Describe the content covered by the resource and a summary of the findings (if it is a research article) or it's assertions (if it is a conceptual article).
2. Describe what it is about this content that caught your interest.
3. State the impact you believe this content can have in working with parents in child welfare.
4. Whether you plan to serve in child welfare or in a completely different area, describe how you think this content will influence your practice as a social worker.

**Part Two:** Reflect on an experience occurring sometime during the course meetings (for example, a power point series, a video, a particular discussion, the simulation, an MI practice exercise, etc.) Compose a reflection on that experience using the following format:

1. Describe the experience; "narrate" what happened (a brief paragraph).
2. Identify the thoughts generated by this experience and state them. Then, identify and document the "feelings" generated by those thoughts.



3. What did you learn from this experience, that is, what “meaning” was generated, or what awareness did you gain as a result of the experience?
4. Describe how what you learned might be useful to you as you continue your education and eventually enter social work practice.

**Additional Formatting Requirements for the Whole Document:**

- Compose your paper in a font comparable to Times Roman 12 point.
- Insert page numbers.
- Given the “reflective” format for this assignment, you are only required to use APA format (1) with a title page, (2) composing your paper double-spaced, and (3) submitting the correct APA format for the journal article used in Part One.
- Concentrate on error spelling and grammar.

**13. References:**

Anda, R. F., Whitfield, C. L., Felitti, V. J., Chapman, D., Edwards, V. J., Dube, S. R., & Williamson, D. F. (2002). Adverse Childhood Experiences, alcoholic parents, and later risks of alcoholism and depression. *Psychiatric Services, 53* (8), 1001-1009.

Bride, B. E. (2007). Prevalence of secondary traumatic stress among social workers. *Social Work, 52*(1), 63-70.

Chapman, D. P., Whitfield, C. L., Felitti, V. J., Dube, S. R., Edwards, V. J. & Anda, R. F. (2004). Adverse childhood experiences and the risk of depressive disorders in adulthood. *Journal of Addictive Disorders, 82*, 217-225.

Courtois, C. A. (2004). Complex trauma, complex reactions: Assessment and treatment. *Psychotherapy: Theory, Research, Practice, Training, 41*(4), 412-425.

Dawson, K. & Berry, M. (2002). Engaging families in child welfare services: An evidence-based approach to best practice. *Child Welfare, 81*(2), 293-317.

Felitti, V. J. (2009). Adverse childhood experiences and adult health. *American Pediatrics, 9*(3), 131-132.

Felitti, V. J. & Anda, R. F. (2009). The relationship of Adverse Childhood Experiences to adult medical disease, psychiatric disorders, and sexual behavior: Implications for healthcare. In Lanius, R. & Vermetten, E. (Eds.), *The hidden epidemic: The Impact of early life trauma on health and disease*. Cambridge: Cambridge University Press.

Forrester, D., Kershaw, S., Moss, H. & Hughes, L. (2008). Communication skills in child protection: How do social workers talk to parents? *Child and Family Social Work, 13*, 41-51.

Forrester, D., McCambridge, J., Waissbein, C., Emlyn-Jones, r., & Roolnick, 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, 38*, 1302-1319.

Gilbert, L. K., Breiding, M. J., Merrick, M. K. T., Thompson, W. W., Ford, D. C., Dhingra, S. S. & Parks, S. E. (2015). Childhood adversity and adult chronic disease. *American Journal of Preventive Medicine*, 48(3), 345-349.

Iachini, A. L. & Wolfer, T. A. (2012). Poor kids. University of South Carolina, United States of America.

Middlebrooks, J. S. & Audage, N. C. (2008). *The effects of childhood stress on health across the lifespan*. Atlanta (GA): Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

Miller, W. R. & Moyers, T. B. (2006). Eight stages in learning Motivational Interviewing. *Journal of Teaching in the Addictions*, 5(1), 13-27

Miller, W. R. & Rollnick, S. (2013). *Motivational interviewing: Helping people change (3<sup>rd</sup> ed.)*. New York: Guilford Press.

Miller, W. R. & Rose, G. S. (2009). Toward a theory of Motivational Interviewing. *American Psychologist*, 64(6), 527-537.

Mullins, S. M., Suarez, M., Ondersma, S. J. & Page, M. C. (2004). The impact of Motivational Interviewing on substance abuse treatment retention: A randomized control trial of women involved with child welfare. *Journal of Substance Abuse Treatment*, 27(1), 51-58.

Oral, R., Ramirez, M., Coohy, C., Nakada, S., Walz, A., Kuntz, A., Benoit, J. & Peek-Asa, C. (2015). Adverse Childhood Experiences and trauma informed care: The future of health care. *Pediatric Research*, 79(1), 227-233.

Pecukonis, E., Greeno, E., Hodorowicz, M., Park, H.K., Ting, L., Moers, T., Burry, C., Linsenmeyer, D., Strieder, F., Wade, K. & Wirt, C. (2016). Teaching Motivational Interviewing to child welfare social work students using live supervision and standardized clients: A randomized controlled trial. *Journal of the Society for Social Work & Research* 7(3), 479-505, Retrieved from <http://www.journals.uchicago.edu/doi/pdfplus/10.1086/688064> .

Prochaska, J. O., DiClemente, C. C. & Norcross, J. C. (1992). In search of how people change. *American Psychologist*, 47(9), 1102-1114.

Prochaska, J. O. & Norcross, J. C. (2010). Defining and comparing the psychotherapies. *Systems of Psychotherapy: A Theoretical Analysis. (7th ed.)*. Belmont, CA: Brooks/Cole. (Chapter 1: Pages 1-23).

Rapp, C. A., Saleebey, D. & Sullivan, W. P. (2005). The future of strengths-based social work. *Advances in Social Work*, 6, 79-90.

Rogers, C. R. (1992). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting and Clinical Psychology*, 60(6), 827-832.

Saleebey, D. (1996). The Strengths Perspective in social work practice: Extensions and cautions. *Social Work, 41(3)*, 296-305.

Snyder, E. H., Lawrence, C. N., Waterhole, T. N. & Nagy, P. (2012). The benefits of Motivational interviewing and coaching for improving the practice of comprehensive family assessments in child welfare. *Child Welfare, 91(5)*, 9-36.

Whitfield, C. I. (1998). Adverse childhood experiences and trauma. *American Journal of Preventive Medicine, 14(4)*, 361-364.