

BRIERCREST

CO 819 Counselling Specialty: Motivational Interviewing Spring 2020

Professor: Margaret Clarke

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Course Dates: June 25-26, 2020, plus online learning requirements June 27-July 23, 2020

3 Credit Hours

COURSE DESCRIPTION

This course is designed to introduce participants to Motivational Interviewing (MI), an evidence-based conversational approach for addressing ambivalence about change appropriate for a variety of helping roles. This course includes two days of classroom instruction with the remainder being online education.

COURSE INTEGRATION

This course will equip participants to reflect on the nature of ambivalence in the change process and better prepare them to skillfully address it, in an evidence-based manner, in a variety of ministry roles, such as counselling, leadership and pastoral.

COURSE TEXTS

Miller, William R., & Rollnick, Stephen. (2012). *Motivational Interviewing: Helping People Change*. 3rd ed., New York, NY: The Guilford Press.

*Note: if you have read this text for CO 711, select a second text from the list below to replace it.

Moyers, T.B., Manuel, J.K., & Ernst, D. (2015). *Motivational Interviewing Treatment Integrity Coding Manual 4.2.1* https://casaa.unm.edu/download/MITI4_2.pdf

Rosengren, D. B. (2017). *Building Motivational Interviewing Skills: A Practitioner Workbook*. Second Edition.

Select **one** of the following most appropriate to you:

Arkowitz, Hal, Miller, William R., & Rollnick, Stephen. (2015). *Motivational Interviewing in the Treatment of Psychological Problems*. New York, NY: The Guilford Press.

Clifford, Dawn & Curtis, Laura. (2015). *Motivational Interviewing in Nutrition and Fitness*. New York, NY: The Guilford Press.

Hohman, Melinda. (2015). *Motivational Interviewing in Social Work Practice*. New York, NY: The Guilford Press.

Naar, Sylvie & Safren, Steven A. (2017). *Motivational Interviewing and CBT: Combining Strategies for Maximum Effectiveness*. New York, NY: The Guilford Press.

Naar, Sylvie & Suarez, Mariann. (2010). *Motivational Interviewing with Adolescents and Young Adults*. New York, NY: The Guilford Press.

Rollnick, S., Fader, J., Breckon, J. & Moyers, T. B. (2019). *Coaching Athletes to Be Their Best: Motivational Interviewing in Sports*. New York, NY: The Guilford Press.

Rollnick, Stephen, Kaplan, Sebastian G., & Rutschman, Richard. (2016). *Motivational Interviewing in Schools: Conversations to Improve Behavior and Learning*. New York, NY: The Guilford Press.

Rollnick, Stephen & Miller, William R. (2007). *Motivational Interviewing in Health Care: Helping Patients Change Behavior*. New York, NY: The Guilford Press.

Stinson, Jill D. & Clark, Michael D. (2017). *Motivational Interviewing with Offenders: Engagement, Rehabilitation, and Reentry*. New York, NY: The Guilford Press.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

- Participants will understand the underlying philosophy and principles that make Motivational Interviewing effective and will begin developing skill in this approach.
- Participants will understand both MI spirit and technique and how the two come together to form this evidence-based approach.
- Participants will understand underlying theory of ambivalence, righting reflex, reactance, change talk and sustain talk.
- Participants will become comfortable with the micro communication skills utilized in MI.
- Participants will recognize the four processes of MI and become comfortable in moving through the processes to the point of evoking change talk.
- Participants will become familiar with MITI 4.2.1 coding and its value for ongoing MI learning.

COURSE OUTLINE AND CONTENT

1. Motivational Interviewing (MI) definition and underlying philosophy
 - a. Client –centered approach
 - b. Ambivalence
 - c. Righting Reflex and Reactance
2. Spirit
 - a. Partnership
 - b. Acceptance
 - c. Collaboration

- d. Evocation
- 3. Core communication skills
 - a. Open-ended questions
 - b. Affirmations
 - c. Reflective Listening: more in-depth review
 - d. Summaries
 - e. Giving Information: more in-depth review
- 4. Four MI processes
 - a. Engaging
 - b. Focusing: more in-depth review
 - c. Evoking
 - d. Planning
- 5. MITI 4.2.1
 - a. Global scales
 - b. Behaviour counts

ASSIGNMENTS

Note: All assignments are to be submitted via Canvas.

Pre-Course Assignments:

Read *Motivational Interviewing: Helping People Change*. 3rd ed. (Or alternate text if read for CO 711). Write a 600-750 word paper outlining your interest in learning Motivational Interviewing and based on chapter 24 of the text what you foresee as key aspects of your learning journey.

Due Date: June 25, 2020

Value (5%)

Post-Course Assignments:

Read MITI 4.2.1 manual and view recorded MITI PowerPoint with audio lecture (available on Canvas). Submit a 1000-word paper summarizing the key aspects of the MITI coding system and how it is used.

Due Date: June 30, 2020

Value (5%)

Audio-record a 10-min conversation (role play or real play with permission) with someone who is ambivalent. Transcribe the recording in the format provided. Students are to then self-rate the session based on MITI behavior codes but not global codes (watch recorded PowerPoint and lecture prior to this). The audio-recording, copy of un-coded transcript and student coded transcript will be submitted to the instructor for coding and coaching feedback. Mark will be complete/incomplete based on submission of recording and completion of coaching feedback with instructor.

Due date: July 9, 2020

Value (10%)

Code behavior and globals for "The Confirmed Smoker" tape (available on canvas). Following completion of your coding, review the coded transcript (on canvas). In a 1000-1500 word self-reflection paper, reflection should include two focuses:

1. Growth in awareness of how to develop your MI skill, such as areas in your sessions where you did "good MI," area(s) identified as next steps for growth;
2. Learning from the coding exercise and insights for MITI coding. Reflection may include significant variances in your coding compared to the coded transcript (list transcript line

number) and reflect on why you would either stay with your original coding or chose to switch to the transcript coding, questions or challenges you had in determining a code. Grade will be based on the quality of the learning through self-reflection and not on the match between coding submitted. Students are to submit coding of “The Confirmed Smoker” as well as the reflection paper.

Due Date: July 23, 2020

Value (20%)

This assignment cannot be started until the above two post-course assignments have been fully completed.

Audio-record a 10-min conversation (role play or real play with permission) with someone who is ambivalent. Transcribe the recording in the format provided and self-rate the session based on MITI global and behavior codes. Audio recording and un-coded transcript are to be shared with a fellow student who will also MITI code; students will exchange coding and meet to discuss differences. In a 1000-1500 word self- reflection paper, reflection should include two focuses:

1. Growth in awareness of howto develop your MI skill, such as areas in your sessions where you did “good MI,” area(s) identified as next steps for growth;
2. Learning from the coding exercise and insights for MITI coding. Reflection may include significant variances in your coding compared to your partner’s coding (list transcript line number) and reflect on why you would either stay with your original coding or chose to switch to the code of your partner, questions or challenges you had in determining a code.

Grade will be based on the quality of the learning through self-reflection and not on the match between coding or on skillfulness of MI session submitted.

Due date: August 6, 2020

Value (20%)

This assignment cannot be started until the above 3 assignments are fully completed. Audio-record a 20-min conversation (role play or real play with permission) with someone who is ambivalent. Transcribe the recording in the format provided and self-rate the session based on MITI behavior and global codes. Audio recording, copy of un-coded transcript and student coded transcript are to be submitted to the instructor who will MITI code; following this the instructor will arrange a time for an individual feedback and coaching session. Mark will be based on all components being submitted, quality of the session and completion of coaching feedback with the instructor.

Due date: August 21, 2020

Value (20%)

Read and complete 50% of exercises in *Building Motivational Interviewing Skills: A Practitioner Workbook*. 2nd Edition. Select exercises to target areas you need to grow in.

Also, select and read one of the texts below:

Motivational Interviewing in the Treatment of Psychological Problems

Motivational Interviewing in Nutrition and Fitness

Motivational Interviewing in Social Work Practice

Motivational Interviewing and CBT: Combining Strategies for Maximum Effectiveness

Motivational Interviewing with Adolescents and Young Adults

Coaching Athletes to Be Their Best: Motivational Interviewing in Sports

Motivational Interviewing in Schools: Conversations to Improve Behavior and Learning

Motivational Interviewing in Health Care: Helping Patients Change Behavior

Motivational Interviewing with Offenders: Engagement, Rehabilitation, and Re-entry

Write a 3000-word paper incorporating all course learning about MI, with references, and discussing applicability to current and future vocational and ministry roles and consideration for ethical considerations of guiding people in a specific direction in resolving their ambivalence.

Due Date: September 4, 2020

Value (20%)

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

Students are expected to participate in 100% of each modular for which they register; this includes the two in-person class days plus all non-graded online assignments and Q & A sessions, which constitute the remainder of the learning hours. If it is impossible to participate in all of these aspects, arrangements must be made with the course professor. A maximum of 25% of class/online learning can be foregone. Students should request to withdraw from the course or move the course to an audit if they forgo more than the 25%.

Class Schedule

In-person class will run Thursday, June 25 and Friday, June 26 from 8:30 am until 5 pm both days. Online learning between June 27 and July 23 will be self-directed by the student. Two video conference Q & A sessions will be scheduled by the professor to support students' learning.

Assignment Submission

All assignments must be submitted via Canvas. Due dates for each assignment are clearly noted in the syllabus, with the final one being no later than eight weeks after the last day of class as stated in the syllabus. Due to the unique nature of this course and sequential nature of the assignments, late assignments may only be submitted 2 days late with a 10 per cent penalty. Assignments not submitted within the two days of the due date will be given a zero grade. A zero grade on certain assignments may prevent a student from being able to proceed with later sequential assignments. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the

Director of the Academic Resource Centre in person (L234 in the Library), by telephone (1-306-756-3230) or by email (academicresourcecentre@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

BIBLIOGRAPHY

Arkowitz, Hal, Miller, William R., & Rollnick, Stephen. (2015). *Motivational Interviewing in the Treatment of Psychological Problems*. New York, NY: The Guilford Press.

Clifford, Dawn & Curtis, Laura. (2015). *Motivational Interviewing in Nutrition and Fitness*. New York, NY: The Guilford Press

Engle, David E., & Arkowitz, Hal. (2006). *Ambivalence in Psychotherapy: Facilitating Readiness to Change*. New York, NY: The Guilford Press

Hohman, Melinda. (2015). *Motivational Interviewing in Social Work Practice*. New York, NY: The Guilford Press.

Miller, William R., & Rollnick, Stephen. (2012). *Motivational Interviewing: Helping People Change*. 3rd ed., New York, NY: The Guilford Press.

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