BRIERCREST

CO 819 Counselling Specialty: Motivational Interviewing
Winter 2024

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Course Dates: April 22-23, 2024 in-person on campus, plus online learning requirements April 24-May 24, 2024
Course Delivery Method: In-person two days, remaining asynchronous online learning

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 roles.

COURSE TEXTS
Required Reading
Miller, W. R., & Rollnick, S. (2023). *Motivational interviewing: Helping people change and grow*. Guilford
      Publications.

Moyers, T.B., Manuel, J.K., & Ernst, D. (2015). *Motivational Interviewing Treatment Integrity Coding*
      Manual 4.2.1 https://motivationalinterviewing.org/sites/default/files/miti4_2.pdf

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

Students are expected to refer to Briercrest Seminary's APA 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) 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 formatted in APA and submitted via Canvas.

Pre-Course Assignments:
Read *Motivational interviewing: Helping people change and grow*. 4th ed. (Or alternate text, if read for CO 711).
Write a 2-3 page paper outlining your interest in learning Motivational Interviewing, and based on chapter 16 & 17 of the text, what you foresee as key aspects of your learning journey.
Due Date: April 21, 2024   **Value: 5%**

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Post-Course Assignments:
Read MITI 4.2.1 manual and view recorded MITI PowerPoint with audio lecture (available on Canvas). Submit a 3-4 page paper summarizing the key aspects of the MITI coding system and how it is used.
Due Date: April 30, 2024   Value: 5%

Audio-record a 10-min conversation (role play or real play with permission) with someone who is ambivalent about a topic that you can guide them in a specific direction (not a topic where you want to maintain neutrality). Transcribe the recording in the sentence stem template. 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 following will be submitted to the instructor for coding and coaching feedback:
1. Audio-recording of conversation (in .m4a or .mp3 format)
2. An un-coded transcript (in Word format)
3. Student coded transcript (in Word format)
4. Behaviour counts and competency threshold calculations (in Word format)

Mark will be complete/incomplete based on completion and submission of all components.
Due date: May 8, 2024   Value: 10%

All online learning activities in Canvas must be completed before completing this assignment.
Code MITI behaviour and globals for "The Confirmed Smoker" tape (available on Canvas). Following completion of your coding, review the coded transcript (on Canvas). In a 4-6 page self-reflection paper focus on these two aspects:
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.

For this assignment the following will be submitted to the instructor:
1. Reflection paper
2. Copy of the Confirmed Smoker transcript with student's coding

Grade will be based on the quality of the learning through self-reflection and not on the match between coding submitted.
Due Date: May 22, 2024   Value: 15%

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 about a topic that you can guide them in a specific direction (not a topic where you want to maintain neutrality).** Transcribe the recording in the format provided and self-rate the session based on MITI global and behaviour codes. Audio recording and un-coded transcript are to be shared with a fellow student who will also MITI code your session; students will then exchange coding and meet to discuss differences. Write a 4-6 page self-reflection paper focused on:
1. Growth in awareness of how to develop your MI skill, such as areas in your sessions where you did "good MI," key growth since beginning learning MI and area(s) identified as next steps for growth;

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2. Learning from reviewing your session with your partner and insights from MITI coding that will help you develop your MI skills. (Focus on your growing ability to have an MI conversation, not your skills in coding).

For this assignment the following will be submitted to the instructor:
1. 4-6 page reflection paper
2. Audio-recording of conversation (in .m4a or .mp3 format)
3. An un-coded transcript (in Word format)
4. Coded transcript of your session indicating your coding first, plus your partner's coding behind in a new column (in Word format)
5. Behaviour counts, global scores, and competency thresholds (in Word format)

Grade will be based on the quality of self-reflection, insights into your current level of MI skillfulness, ideas about how to sustain your MI strengths, and ideas about how to grow in one or two areas of MI conversation skills.
Due date: June 5, 2024   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 about a subject that you can guide in a specific direction (rather than a topic where you will be trying to maintain neutrality).** Transcribe the recording in the sentence stem template and self-rate the session based on MITI behaviour and global codes. The following will be submitted to the instructor for coding:
1. Audio-recording of conversation (in .m4a or .mp3 format)
2. An un-coded transcript (in Word format)
3. Student coded transcript (in Word format)
4. Behaviour counts, global scores, and competency thresholds (in Word format)

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: June 26, 2024   Value: 25%

Reading, exercises, and paper. Read all *Building Motivational Interviewing Skills: A Practitioner Workbook.* 2nd Ed. Complete 50% of the workbook exercises, selected on where you need to grow. Based on all of the course reading, exercises, and assignments, write an 8-10 page overview paper of MI, including:
1. MI spirit,
2. guiding style of MI and ethical considerations of guiding people in a specific direction in resolving their ambivalence,
3. OARS,
4. four processes,
5. MITI coding, and
6. applicability of MI to your current and future counselling and/or ministry role(s).

Ensure you use **all** texts, articles, and other references used in the course as sources for your paper.
Due Date: July 8, 2024   Value: 20%

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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
In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses
Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses
If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses
All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Course Schedules
Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission
All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. 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.

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Academic Honesty

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI (e.g., ChatGPT) without instructor authorization in the preparation and/or submission of their assignments violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately. Students are responsible to ensure they are using their sources with transparency and honesty. For more details, consult the [Seminary Calendar](). In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas]() and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).

BIBLIOGRAPHY

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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.

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

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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.

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