Lewis and Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology

Motivational Interviewing
CPSY 590-02
York Graduate Center Room 116, Fridays 9:00am-5:30pm
November 15, 2019 & November 22, 2019

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Office Hours: Please call or e-mail to schedule an appointment.

Required Texts/Readings:

Miller, W.R. & Rollnick, S. (2012). *Motivational Interviewing, Helping People Change* (3rd. ed.). New York, NY: Guildford Press.

Optional Readings:

Arkowitz, A., Miller, W.R. & Rollnick, S. (2014). *Motivational Interviewing in the Treatment of Psychological Problems*. New York, NY: Guildford Press.

Miller, W.R. (2014). *Motivational Interviewing Therapy Manual: A Clinical Research Guide for Therapists Treating Alcohol Abuse and Dependence*. Rockville, MD: U.S. Department of Health and Human Services. Can be retrieved online: http://www.motivationalinterviewing.org/sites/default/files/MATCH.pdf

Additional Information:

Visit the Motivational Interviewing website at http://www.motivationalinterviewing.org for a variety of additional articles, resources, videos and training activities.

Moodle:

Other readings are available on Moodle, the Lewis & Clark online course program. Log on to moodle.lclark.edu (note there is no www.), sign in using your L & C login (same as email). Use course enrollment code provided in class or by email. If you have any trouble with Moodle, please let me know or contact the Helpdesk at 503-768-7225 or consult@lclark.edu.

Ethical Guidelines:

Students will abide by all ethical principles as indicated in the ACA Ethical Guidelines.

Catalog Description:

Motivational Interviewing (MI) is a client-centered method for enhancing intrinsic motivation to change. This course is designed to introduce the basic principles behind MI and to help students begin to learn and practice skills and strategies for using MI in a variety of clinical settings. Course material will be delivered through a series of short lectures, professional videos, small and large group class discussions and experiential exercises.

Course Objectives:

1. Students will be able to describe the theory and principles of MI as an approach to empower and facilitate clients' own desired behavior change.
2. Students will gain a working knowledge of addressing client ambivalence as it relates to impeding behavior change.
3. Students will gain a minimum of 5-10 skills and strategies for immediately implementing MI techniques into professional practice.

Assignment Details and Grading:

1. Attendance

Class attendance is expected and required. Failure to attend the first day of the course will result in an automatic withdrawal. As this is only a 1-credit course, students are required to attend both full days of the course unless previous arrangements have been made with the instructor. Completing extra assignments to cover any missed class time is at the discretion of the instructor. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

2. Participation

Well-prepared students make for the best class discussions! Learning the course material is dependent upon student participation in small and large group discussions, small groups activities and experiential exercises. Participation in all class activities is expected and required.

3. Role/Real Plays (in class)

Throughout both class days, you will be participating in MI role-plays that allow you to practice your MI skills. Dyadic and triadic groups will allow you to practice the various roles of counselor, client and coach/observer. You will gain experience in all three roles to facilitate a deeper level of understanding of the mechanisms of MI from all different perspectives.

Total points: 25 points

4. Group Vignettes Activities (in class)

Throughout both class days, you will work in small groups to practice applying theories and skills related to MI, including placement in the stages of change model, to a variety of case examples and vignettes.

Total points: 25 points

5. Coding MI Encounters (in class)

Students will practice coding MI encounters both through short video clips of client sessions and through observation of small group practice. Learning how to identify specific MI skills through coding and critically analyzing MI encounters will increase students ability to engage in and incorporate MI skills into their own practice.

Total points: 25 points

6. Chose Your Own Adventure: An MI Learning Opportunity!

How do you learn best? What is most helpful for you? For this final assignment, you are given the opportunity to get creative and develop your own assignment to demonstrate your engagement with the MI material. You can work solo, with a partner, or in a small group (please no more than three people per small group). Here are some ideas to get you going, though you do NOT have to take one of these examples. Feel free to come up with your own idea!

- Does getting direct feedback on your mastery of MI skills work for you?
- Do you prefer to write and reflect on either your own or a client's progress in making behavior change from an MI perspective?
- How about a visual creative project of a time line of change?
- Perhaps develop a brief (5 minute max) training module of how you would teach MI in a clinical or educational environment?
- Maybe use a character from a movie or TV show, show a brief clip, and explain your approach to working with this character from an MI perspective?
- Anything!

Each student/group will be given approximately 5 minutes the last half of our second class meeting to present their project. Larger groups (3 or more students) will be allotted more time in portion to the size of the group. The only requirement is that you take up your allotted assignment time to share your assignment with the entire class and that you have some type of visual. This could be a video clip, a poster, a handout, a PowerPoint or Prezi slide(s), etc.

Please note that if you decide to do something like a video tapped role-play of MI, do NOT use a past or current client. Please use a friend, family member, or fellow classmate.

Total points: 25 points

Due date: To be presented in class on 11/22/19

Grading Summary:
Role Plays	25
Group Vignettes	25
Coding MI Encounters	25
Choose Your Own Adventure!	25
Total Possible Points	**100**

Grading: This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook (http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system) and is the point equivalent of that grading scale (A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 F = 0.0).

Thus, grades for the course are determined by the following percentages:
A = 94-100 A- = 90-93B+ = 87-89
B = 84-86 B- = 80-83 C+ = 77-79
C = 74-76 C- = 70-73
F = Below

<u>ASSIGNMENTS TURNED IN LATE WILL HAVE 5 POINTS A DAY SUBTRACTED FROM THE TOTAL SCORE</u>

Below 80%: As graduate students, you are expected to do the work as assigned and described. If you are unable to complete the work at an acceptable level of performance you will be asked to complete the work again or to complete alternative tasks.   A grade of B or above is considered acceptable performance for the class.

Students with Disabilities:
The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services.

<u>Weekly Course Schedule</u>

Class	Class Discussion Topic	Date	Readings	Assignments Due

1	-Introduction
	-Stages of Change
	-What is M.I.?
	  -Spirit of M.I.
	  -Phases of M.I.
	-M.I. Tools and Techniques
	  -O.A.R.S.
	-Change Talk/Sustain Talk
	-M.I. Coding
		11/15/19	*M & R: Ch. 1 - 3*	None.

2	-M.I. Tools and Techniques practice:
	  -Picking the Flowers
	  -Scaling
	  -Values Card Sort
	-M.I. applications to diverse behavioral issues.
	-Class presentations
		11/22/19	*M & R: Ch. 4 - 10*	*Choose Your Own Adventure!* Assignment presentations.