

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

Motivational Interviewing
CPSY 590-01
ONLINE COURSE
Fridays 1:00pm-4:00pm
October 2nd, 2020- October 30th, 2020

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

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Required Texts/Readings:

Rosengren, David B. (2018). *Building Motivational Interviewing Skills: A Practitioner Workbook* (2nd. ed.).

New York, NY: Guildford Press.

Optional Readings:

Miller, W.R. & Rollnick, S. (2012). *Motivational Interviewing, Helping People Change* (3rd. ed.).

New York, NY: Guildford Press.

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 may be 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.

*Class time for this course is divided into five three-hour zoom sessions. Adaptations to the online environment are reflected in the structure of the use of time in the class sessions. Overview of class structure will be provided during the first class session and will include small group and larger group activities and discussion. Due to time and medium constraints, small groups will be created by the instructor. Switching to different groups is discouraged and must have separate pre-approval from instructor. **Students will need to use the required text DURING class time. Please have your book ready and available DURING class time.***

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 all course meetings 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 log in 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 group activities and experiential exercises. Participation in all class activities is expected and required. **As an online course:** students are expected to have camera/video turned on during the entirety of the class, with the exception of breaks). Please keep distractions to a minimum (eg. folding laundry, or participating from hot tubs or bars is not permitted.) *It is strongly recommended to participate from a safe and confidential space.*

Total points: 25 points (to receive full points – instructor will pick six students per class in sessions 2, 3 and 4 to discuss their experience with take home exercises).

3. Role/Real Plays (in class)

Throughout the course, you will be participating in MI role-plays that allow you to practice your MI skills. 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. Groupwork Activities (in class)

Students will explore MI concepts both through short video clips of client sessions and through small group discussions facilitated by worksheets. Exploring specific MI skills through analyzing MI concepts will increase students' ability to engage in and incorporate MI skills into their own practice.

Total points: 25 points

5. Group Demonstration

During the last class, each small group will present a specific MI intervention (a list of interventions with resources will be provided in class on 10/9). The presentation should consist of:

- A brief overview/description of the intervention, including context for optimal use
- A demonstration of the intervention. (Live role play is encouraged, but videos that adequately demonstrate the intervention can be used.)

Please note that if you decide to do something like a video taped 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 10/30

Grading Summary:

Group Role Plays/Real Plays	25
Group Work Activities	25
Participation	25
Group Demonstration	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- = 90-93 B+ = 87-89

B = 84-86 B- = 80-83 C+ = 77-79

C = 74-76 C- = 70-73

F = Below

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.

Weekly Course Schedule

Class	Class Discussion Topic	Date	Readings (complete before class session) "R"=Required – <i>Rosengren.</i> "O"= Optional – <i>Miller & Rollnick</i>	Things to Do Before Class Session (preparation for participation points).
1	-Introduction -Stages of Change -Locus of control and motivation -What is M.I? -Spirit of M.I. -Phases of M.I.	10/2/20	R: pgs 10-19/48-54 (15 pages) O: Chapter 1	1) Watch: <i>Spirit of Motivational Interviewing</i> (Matulich) 6 minutes https://www.youtube.com/watch?v=APPoKvTPhog 2) Complete Worksheet Rosengren Pgs 55-59 <i>Influences on My Work.</i>
2	-M.I. Tools and Techniques -O.A.R.S.	10/9/20	R: pgs 69-81/104–120 (28 pages) O: Chapter 2	1) Take Home Exercise: Choose one exercise to complete prior to class on pgs 82-83 of Rosengren. Be prepared to discuss your experience. 2) Watch: <i>Motivational Interviewing: Reflective Listening in Challenging Conversations.</i> 4 minutes https://www.youtube.com/watch?v=HQWorEVFjUo 3) Watch: <i>What Does the Acronym OARS Mean in Motivational Interviewing?</i> 90 seconds https://www.youtube.com/watch?v=8JI0IL9wRj0

3	<p>-M.I. Tools and Techniques practice:</p> <ul style="list-style-type: none"> -Values & Values Sorting - Finding the Horizon - Exchanging Information 	10/16/20	<p>R: pgs 138-145/165-167/171- 85/206 – 221 (38 pages) O: Chapter 3</p>	<ol style="list-style-type: none"> 1) Take Home Exercise: Choose one exercise to complete prior to class on pgs 185-186 of Rosengren. Be prepared to discuss your experience. 2) Watch: <i>Values Cards Demonstration Exercise</i> 11 minutes https://www.youtube.com/watch?v=k_FcpcRDyX0 3) Watch: <i>Giving Information in an MI Manner</i> 4 minutes https://www.youtube.com/watch?v=AI4k6et44k8
4	<p>M.I. Tools and Techniques practice:</p> <ul style="list-style-type: none"> - Evoking motivation and change 	10/23/20	<p>R: pgs 255 – 258/265-276/301-310/359-367 (32 pages) O: Chapter 4</p>	<ol style="list-style-type: none"> 1) Take Home Exercise: Choose one exercise to complete prior to class on pgs 280-281 of Rosengren. Be prepared to discuss your experience. 2) Watch: <i>What Does Change Talk Sound Like in Motivational Interviewing?</i> 3 minutes. https://www.youtube.com/watch?v=0_rc4QknGjE 3) Watch: <i>MI Tip of the Day: Softening Sustain Talk</i> 3 minutes https://www.youtube.com/watch?v=LvpAzdJsaMw

5	M.I. Tools and Techniques practice: - Bridges to Change Wrapping Up, M.I. Resources -Applications to practice and diverse issues. -Class Presentations	10/30/20	R:393-394/405-411/428-436 (15 pages) O: Chapter 5 & 6	Group Demonstrations to Take Place in this Class Session – Prepare your presentations!
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