

OFFICIAL COURSE OUTLINE

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| Course Code: | COUN-1125 |
| Short Title: | Motivational Interviewing 1 |
| Long Title: | Motivational Interviewing 1 |
| Prerequisites: | None |
| Co-requisites: | None |
| School: | School of Health, Community & Social Justice |
| Division/Academy/Centre: | Centre for Counselling & Community Safety |
| Previous Code & Title: | AD204 – Motivational Interviewing in Practice Level 1 |
| Course First Offered: | September 2013 |

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| Credits: | 1.0 |
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Course Description

This course provides learners with an overview of the four processes (Engagement, Focusing, Evoking and Planning) of Motivational Interviewing (MI), with an emphasis on how MI can be used to assist clients in building motivation towards change and in strengthening commitment. Topics include: Understanding and facilitating change; recognizing the relational and technical aspects of MI; overview of strategies for working with clients at different levels of readiness for change; evoking and differentially reinforcing change talk; addressing aspects of ambivalence, including sustain talk and discord; developing change plans.

Note: Learners will benefit from first having completed a basic level of counselling training.

Course Goals

Through the examination of concepts, practices and a variety of scenarios, learners will be able to describe ways to implement the relational and technical aspects of Motivational Interviewing into practice, and to apply appropriate methods to work with clients within their own change processes.

Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Analyze one's own values and assumptions related to the change process, and how they influence counselling behavior.
2. Describe several models of understanding the "change process," appropriate strategies for different levels of readiness to change and the importance of evoking and involving client preferences.
3. Identify the components of the four processes (relational and technical aspects) of Motivational Interviewing.
4. Apply basic strategies for the key elements of the:
 - a. Engagement process (spirit of MI and basic client-centered counselling skills);

- b. Focusing process (permission – seeking, agenda mapping, direction, exchanging information and providing advice);
- c. Evoking process (recognizing and reinforcing change talk, evoking change talk, strengthening change talk, addressing sustain talk and discord); and
- d. Planning process (recognizing readiness, transitional summaries, developing change plans, strengthening and re-affirming commitment).

Course Topics/Content

- Spirit of Motivational Interviewing
- Understanding change
- Key concepts of Motivational Interviewing
- Engagement: client-centered strategies
- Focusing: the strategic direction
- Evoking: identifying, evoking and responding to change talk
- Responding to sustain talk and discord
- Readiness and transition to commitment
- Planning: developing change plans
- Re-affirming commitment

Text & Resource Materials

None

Equivalent JIBC Courses

None

| Instructional Method(s)* <i>(select all that apply)</i> | Hours |
|--|-------|
| <input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.) | 14 |
| <input type="checkbox"/> Supervised Practice (includes simulations & labs) | |
| <input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op | |
| Totals | 14 |

A variety of methods will be used including group activities, role-plays and practice activities.

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

| Criterion | % of Final Grade (may be represented as a range) |
|--|---|
| Course work (activities, assignments, essays, reports, etc.) | |

Quizzes and exams

Simulations/Labs 40%

Attendance/Participation (in class or online) 60%

Practice Education/Internships

Total 100%

Comments on Evaluation

Active contribution to group discussions and activities is required.

Course Grading Scheme*

JIBC1 (A to F) JIBC2 (MAS/NMA) JIBC3(CM/IN) JIBC4 (P/F)

(* <http://www.jibc.ca/policy/3304> Grading policy)

Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
- Leadership:** Inspire individuals and teams to reach their potential by embracing
- Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.
- Inter-professional teamwork:** Understand and work productively within and between groups, respect others' perspectives and

innovation through strategic thinking and shared responsibility.

- Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

provide constructive feedback with special attention to inter-professional relationships.

- Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.