

Justice Institute of British Columbia COURSE OUTLINE

Course Code: AD204

Course Title: Motivational Interviewing in Practice – Level 1

Prerequisite Courses:

School: School of Community and Social Justice

Division/Academy/Centre: Centre for Counselling and Community Safety – Counselling and Capacity Building

Previous Course Code & Title:

Course First Offered:

# of Credits:	1.0
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Course Description:

This course provides participants with an overview of the spirit, foundations and principles of Motivational Interviewing, 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 in relation to the Transtheoretical Model; overview of strategies for working with clients at each level of readiness for change; use of empathic counselling skills; working with resistance, ambivalence and decisional balance; developing change plans. Note: participants will benefit from first having completed the Assessment Practices course (#AD403), as this course builds on material covered in that course, and having at least a basic level of counselling training.

Course Goal(s):

At the end of this two day, 14 hour course, participants will be able to describe ways to implement the spirit and foundations of Motivational Interviewing into practice, and 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. Begin identifying one's own values and assumptions related to the change process, and how they influence counselling behavior.
2. Explore several models of understanding the "change process," appropriate strategies for different stages of readiness to change and the importance of involving the client's theory of change.
3. Identify the components of the spirit, foundations and principles of Motivational Interviewing.
4. Develop basic familiarity with adaptations of Motivational Interviewing, such as Brief Advice and Behavior Change Counselling.
5. Identify the major phases of Motivational Interviewing and related counsellor tasks.

6. Identify the five early strategies used in initial interviews and explain the importance of each strategy in the process of relationship development (alliance).
7. Identify techniques that elicit change talk and describe their importance in developing discrepancy.
8. Describe working definitions of resistance and ambivalence, and identify basic strategies for working with each.
9. Identify common indicators of client's becoming ready to change, and techniques to assist clients in the transition from Phase I to Phase II.
10. Describe the process of generating goals/strategies and eliciting commitment to a Change Plan.

Course Topics/Content:

- Understanding Change
- Basics of Motivational Interviewing
- Overview of Major Phases
- Early Strategies
- Dealing with Resistance
- Working with Ambivalence
- Transition to Phase II
- Developing Change Plans
- Supporting Action and Maintenance
- Dealing with Lapses

Text and Resource Materials: Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

Required:

Recommended:

Course Level:

x	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC:
Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	14.0			

Comments on Delivery Methods:
Course Grading System:

	Letter Grades		Percentage	x	Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

100% attendance in all classes.

Active contribution to small and large group discussions and activities.

Successful. Completion of written assignment for Substance Use Certificate.

Other Course Guidelines, Procedures and Comments:

This course is required for the Substance Use Certificate

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/programs-courses/jibc-calendar/student-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 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.

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 oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and 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.

