

COURSE OUTLINE

Division: Corrections and Community Justice

Program: Adult Probation Officer

Course Code: CORCOM001

Course Title: Motivational Interviewing – Level I

Course Effective Date: 2000

Previous course code & title: N/A

Required or Elective? Elective **Credits:** 0

Total Course Hours (face-to-face/online): 21 (14/7) **Lab Hours (if any):** N/A **Practicum Hours (if any):** N/A

Delivery methods:

Face-to-face (Yes/No) (Yes) Distance (Yes/No) (Yes)

Prerequisites: APO140: Introduction to Motivational Interviewing

Equivalent Course(s) within the JI: N/A

Brief Description:

This course reviews the Transtheoretical Model of Change and the theory and application of Motivational Interviewing techniques to assist probation officers in their work with offenders. A goal of a Probation Officer is to work with offenders towards changing their behaviors. Motivational Interviewing is a technique for working with an offender to identify the state of change the offender is in relative to their problem behaviors, and then to elicit movement toward change.

Evaluation Profile: Complete/Incomplete

Passing Grade (if applicable): N/A

Evaluation Methods and Percentage of Total Grade:

For face-to-face component:

- Monitor student participation in class discussions and learning activities.

For online mode:

- Students will post responses to each of two questions on-line, and participate in the resulting bulletin board discussion.

Learning Outcomes / Goals:

- Prior to completing the course, participants will engage in an on-line bulletin board discussion that lasts four weeks after the classroom workshop. This exercise will sample their application of motivational interviewing theory and techniques in their work with clients as a follow up to the training

Learning Objectives:

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

Re: Transtheoretical Model of Change

- Identify the three major dimensions of the Transtheoretical Model of Change.
- Describe the five stages of change in terms of characteristic thoughts, feelings and behaviour that are found at each stage.
- Assess an individual's stage of change after being given a description of the individual's thinking, feeling and behaviours.
- Describe the two categories of Processes of Change.
- Identify the appropriate type of Process of Change to be used at pre-action stages of change and action stages of change.
- Identify the two key variables of change and describe how they vary across the stages of change.
- Describe at least two ways the TMOC view of relapse differs from the traditional view of relapse.

Re: Motivational Interviewing

- Describe the five underlying principles of MI.
- Describe at least three characteristics of MI that make it different from more direct, confrontational approaches.
- Describe the four "foundational strategies" of MI and demonstrate them in role plays.
- Describe and demonstrate, through role plays, 7 strategies to elicit Self Motivational Statements.
- Describe at least two key characteristics of the MI view of resistance.
- Describe the two categories of MI responses to resistance and at least one strategy in each category.
- Demonstrate through role plays at least one strategy for each category of MI responses to resistance.
- Describe four types of Precontemplators and characteristics that distinguish each type of Precontemplator.
- Identify at least one appropriate goal, MI principle to emphasize and MI strategy to use for each type of Precontemplator.
- Describe three types of Contemplators and characteristics that distinguish each type of Contemplator.
- Identify at least one appropriate goal, MI principle to emphasize and MI strategy to use for each type of Contemplator.

Course Topics/Content:

Day One:

- Review of the T.M.O.C.: stages of change, variables, processes, processes by stage, relapse.
 - Review pre-reading and worksheets
 - Discussion of skills needed for processes of change
 - “Wall of Change” experiential exercise
- Motivational Interviewing
Principles and spirit of M.I.
Four “foundational strategies”; open-ended questions, reflective listening, affirmations, summarizing
Self-motivating statements (SMS) and strategies to elicit them
 - Evocative questions
 - Decisional balance
 - Elaboration
 - Using extremes
 - Looking back / looking forward
 - Exploring goals
- The M.I. perspective about *resistance*.

Day Two:

- Signs of resistance and strategies to deal with it.
- Four types of *Precontemplator*: reluctant, resigned, rebellious, rationalizing.
Strategies for use with each precontemplator type
- Three types of *contemplator*: green, chronic, recycled
Strategies for use with each contemplator type
- Working with the difficult client
- Explanation of the assignment to be completed two weeks following the class:

Two discussion questions will be posted on the on-line bulletin board; students must post a response to each question, and engage in the bulletin board discussion between facilitator and class members.

Text and Resource Materials:

Required:

Required pre-reading:

- “Detailed Overview of the Transtheoretical Model”; adapted from a research article by John Braun, facilitator of workshop.
- “The Transtheoretical Model of Health Behavior Change”, James Prochaska, et al; American Journal of Health Promotion, 1997: 12(1): 38-48
- “Motivational Interviewing: Research, Practice, and Puzzles”, William R. Miller; Addictive Behaviors, 1996: V.21, No.6, 835-842
- “TMOC Review”
- “M.I. Review”

- In-class worksheets:
 - “Personal Assumptions About Our Work with People”
 - “How do I Account for Resistance”
 - “Dealing with Resistance Worksheet”
 - “Working with the Precontemplator Task”
 - “Precontemplator Profiles”
 - “Working with the Contemplator”
 - “Contemplator Profiles”
- Student binder (provided) with copies of PowerPoint slides and student notes/pages.

Recommended:

N/A

Comments and Course Policies:

N/A