

Justice Institute of British Columbia COURSE OUTLINE

Course Code: COUNS126

Course Title: Behavior Change Counselling

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:	0.5
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Course Description:

BCC is an adaptation of Motivational Interviewing, with an emphasis on addressing lifestyle and healthy behavior changes when the practitioner has only short periods of contact (10 – 30 minutes). The focus is on employing a specific skill set to engage in constructive and trusting conversations with clients related to the importance of behavior change, from a collaborative perspective. This course will benefit practitioners involved in health care settings with at least a minimal supportive counselling role (home care nurses; health care and residential workers; occupational therapists; life skills coaches; etc.).

Course Goal(s):

At the end of this one day, 7 hour course, participants will be able to describe a model for having constructive and collaborative conversations related to addressing lifestyle and healthy behaviors, within the framework of the spirit and foundations of Motivational Interviewing.

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 practitioner 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. Identify practitioner behaviors that will commonly evoke resistance.
5. Describe working definitions of resistance and ambivalence, and identify basic strategies for working with each.
6. Identify a model of Active Listening and its relation to developing alliance.

7. Identify settings and goals for appropriate use of Brief Advice, and strategies consistent with the style of Motivational Interviewing.
8. Identify settings and goals for appropriate use of Behavior Change Counselling, and a model of specific strategies (micro-skills).
9. Conduct collaborative conversations with recipients to explore decisional balance, and complete a Decisional Balance Grid tool.
10. Identify strategies to raise doubt and develop discrepancy related to lifestyle and healthy behavior changes.
11. Identify strategies to determine and address issues related to a recipient's perception of their importance, confidence and readiness to change.

Course Topics/Content:

- Values Exploration
- Understanding Change
- Facilitating Change
- Common Traps
- Overview of the Motivational Interviewing Style
- Understanding Resistance
- Understanding Ambivalence
- The Importance of Active Listening
- Brief Advice
- Behavior Change Counselling – Micro-Skills
- Working with Decisional Balance
- Importance, Confidence and Readiness

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

Required:

Recommended:

Course Level:

	First Year		Second Year		Third Year		Fourth Year
	Graduate	x	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	7.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	7.0			

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 in large and small group discussions and activities

Other Course Guidelines, Procedures and Comments:**View the Justice Institute of BC Policies listed below at:**

[://www.jibc.bc.ca/studentServices/main/AcademicServices/policies.](http://www.jibc.bc.ca/studentServices/main/AcademicServices/policies)

Access Policy
Harassment Policy
Prior Learning Assessment Policy
Student Code of Conduct

Academic Appeals Policy
Intellectual Property Rights Policy
Research on Human Subjects: Ethics
Student Records

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:

[://www.jibc.ca/programs-courses/jibc-calendar/academic-](http://www.jibc.ca/programs-courses/jibc-calendar/academic-)

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

Student Policies:

[://www.jibc.ca/programs-courses/jibc-calendar/student-](http://www.jibc.ca/programs-courses/jibc-calendar/student-)

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.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

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.

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.