

Justice Institute of British Columbia COURSE OUTLINE

Course Code: COUNS205

Course Title: Motivational Interviewing in Practice – Level 2

Prerequisite Courses: Motivational Interviewing in Practice – Level 1 (AD204) or equivalent
previous training (completed at least a basic level of counseling training)

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 |
|----------------------|------------|

Course Description:

This course will provide you with a deeper level of understanding of the relational and technical components of motivational interviewing practices, and their relation to other change models. The course is for experienced practitioners who expect to regularly participate in sessions with clients ranging from 30 to 60 minutes. You will review key concept areas from Level 1, and then explore each one at a deeper level to assist in developing more comprehensive practice guidelines.

Course Goal(s):

At the end of this experiential two day, 14 hour course, participants will participate in activities and exercises to strengthen skills, within the style of Motivational Interviewing, related to issues of: engagement (alliance), resistance, ambivalence, recognizing and responding to change talk, developing change plans and maintaining change.

Learning Outcomes:

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

1. Understand and practice strategies to discover and address the components of a client's unique "change process."
2. Understand and describe how to apply the fundamental spirit, foundations and principles of Motivational Interviewing into interactions with clients.
3. Understand and practice the five early strategies, and describe their importance in creating a supportive and facilitative atmosphere.
4. Identify client language cues indicating movement towards change (change talk) or away from change (sustain talk).
5. Understand and practice strategies to elicit and strengthen change talk and commitment language.

6. Understand and practice strategies to respond to “perceived resistance,” including the use of various types of reflective statements.
7. Understand and practice strategies to work with ambivalence and discover discrepancy, within the frameworks of both counsellor ethics and client values.
8. Identify and respond to signs of client readiness to change.
9. Understand strategies to negotiate a specific change plan that accounts for client preferences
10. Identify strategies to elicit strength of client commitment to change.
11. Identify strategies to support clients who have made changes.
12. Understand ways to transition and blend the Motivational Interviewing style with other approaches.

Course Topics/Content:

- Discovering and Working with Individualized Change Processes
- Practicing the Motivational Interviewing Style and Macro-Skills
- Engagement and The Five Early Strategies
- Recognizing Change Talk, Sustain Talk and Resistance
- Eliciting and Strengthening Change Talk
- Dealing with Perceived Resistance
- Working with Ambivalence and Discrepancy
- Developing Change Plans
- Eliciting and Strengthening Commitment
- Supporting Changes
- Motivational Interviewing and Other Approaches

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 | | | |

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 large and small group discussions and activities.

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/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.