

Syllabus

SCHOOL OF HEALTH AND SCIENCES
HSVC 350: Change Theory and Motivational Interviewing

3 Credits
Effective: Winter 2017/2018

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course provides an introduction to motivational interviewing theory and practice. Students will learn and apply the four processes of motivational interviewing: engaging, focusing, evoking, and planning. They will hone their reflective listening skills while paying particular attention to identifying and reinforcing change talk. As result of this course, students will be able to help clients move from a place of ambivalence to making change.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:

- Apply codes of ethics to the role of the helping professional in encouraging change
- Demonstrate skills in each of the four processes of motivational interviewing
- Identify opportunities to elicit and evoke change talk when working with clients
- Apply stages of change theory to case scenarios and implement appropriate interventions based on this knowledge
- Describe ways to work with resistance to change while building the helper-client relationship

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Change Talk
- Core Interviewing Skills: OARS
- Engaging
- Evoking
- Focusing
- Managing Resistance

- Motivational Interviewing
- Planning
- Stages of Change
- Sustain Talk
- Working with Ambivalence

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Course Activities & Discussion	30%
Assignment #1: Motivational Interviewing Engaging Skills Demonstration	20%
Assignment #2: Video Demonstration of Motivational Interviewing Engaging and Focusing Skills	25%
Assignment #3: Video Demonstration of Motivational Interviewing Evoking and Planning Skills	25%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Course Activities & Discussion

Students are expected to participate in weekly discussions and activities. Discussions and activities will include discussion questions on the discussion board, quizzes, group projects, and individual assignments. Class participation through discussion activities is an integral part of this course. To provide a structure for balanced participation and allow the student to maximize the benefit of the discussion activities, students should follow these guidelines: 1) Post responses to discussion questions in the first three days of the school week (Monday through Wednesday in online classes; various days in mixed-mode classes); 2) Post at least three or more thoughtful and topic-relevant comments to responses made by classmates over at least three different days of the school week, ending on Sunday in online classes and various days in mixed-mode classes; 3) Respond to any questions that the instructor has regarding the original post by the end of the school week. Additionally, students are expected to attend and participate in all classroom sessions and course activities conducted during those sessions. Instructors will provide detailed grading criteria for in-class attendance and participation in classroom-based activities. The following is the grading criteria for online discussion board activities.

<i>Components</i>	<i>% of Grade</i>
Quality of Responses	70%
Quantity of Responses	15%
Timeliness of Responses	15%
TOTAL	100%

Assignment #1: Motivational Interviewing Engaging Skills Demonstration

The student will do a live 8-10 minute demonstration of Motivational Interviewing (MI) Engaging skills via Collaborate and receive feedback from the instructor. The student will select a person in their life who would be willing to act as the client in the MI process. The student will work with this person to identify a small change they want to make in their life—this can be an actual change the person is thinking of making, or the person can decide on a pretend change and act it out. Examples of changes include (but are not limited to): Losing weight, exercising more, quitting smoking—basically changes that are amenable to MI and are related to stopping a harmful habit or increasing the occurrence of a positive behavior. The student will work with “client” as if they are attending a first counseling session and thinking about making a change but unsure what to do. The student will use MI Engaging Skills to help build a relationship with the client.

The student will practice the skills with their partner several times prior to doing the demonstration with their instructor. The instructor and the student will agree on a time during the week the assignment is due to meet via Collaborate. The student will demonstrate the skills with their partner and receive feedback from the instructor. The student is expected to incorporate this feedback into subsequent assignments.

<i>Components</i>	<i>% of Grade</i>
Demonstrate four MI skills	70%
Apply ethics	15%
Cultural competence	15%
TOTAL	100%

Assignment #2: Video Demonstration of Motivational Interviewing Engaging and Focusing Skills

The student will submit a 10-15 minute video demonstrating MI Engaging and Focusing Skills. The student will work with the same partner from the demonstration assignment on the same change problem. In this assignment, the situation is the client returning for a second session. The student will practice the Engaging and Focusing skills with their partner and then submit a 10-15 minute video effectively demonstrating these skills to help the client maintain a clear direction. The student will also submit a 1-2 page paper explaining how they incorporated feedback from Assignment #1 into this video demonstration. Due to the variety of standards for recording video content, City University cannot support every format available on the market. Videos should be recorded and saved in common formats only. Student can choose to use Collaborate, or something comparable YouTube to make the video. All video recordings submitted to City University faculty must be submitted using the Dropbox folder provided by the instructor. The written assignment can be submitted via Blackboard.

<i>Components</i>	<i>% of Grade</i>
Demonstrate four MI skills	55%
Incorporation of Feedback	25%
Apply ethics	10%
Cultural competence	10%
TOTAL	100%

Assignment #3: Video Demonstration of Motivational Interviewing Evoking and Planning Skills

The student will work with the same partner from the previous assignments on the same change problem. In this assignment, the situation is the client returning for a third session. The student will demonstrate the effective use of Evoking and Planning Skills: the student will respond to change talk, help the client decrease ambivalence, and plan to make a change. The student will practice the skills with their partner and then submit a 15-20 minute video demonstrating MI Evoking and Planning Skills. The student will also submit a 2-3 page paper analyzing the stage of change their “client” is in and what MI skills they have used in working with the client. Students should include their own self-evaluation of how they applied the skills and what they would like to do differently next time, using an evaluation format provided by the instructor. Due to the variety of standards for recording video content, City University cannot support every format available on the market. Videos should be recorded and saved in common formats only. Student can choose to use Collaborate, or something comparable YouTube to make the video. All video recordings submitted to City University faculty must be submitted using the Dropbox folder provided by the instructor. The written assignment can be submitted via Blackboard.

<i>Components</i>	<i>% of Grade</i>
Demonstrate four MI skills	50%
Self-Evaluation	20%
Style and Mechanics	10%
Use of course concepts	10%
Organization and Coherence	10%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.