



**University of Massachusetts Boston
College of Education and Human Development
School for Global Inclusion and Social Development
Rehabilitation Counseling**

Rehab 614: Motivation Interviewing

GENERAL INFORMATION:

Instructor:

Email:

Office Hours:

CLASS LOCATION/TIME:

Location: class meets online through Blackboard, for 3, two-hour classes, followed by a one-week intensive on campus, where the class meets in person for 4 hours a day, Monday through Friday.

Dates/Times:

Course Description:

The purpose of the course is to provide the student with an understanding of the basic skills of counseling related to active listening and accurate empathy. In addition the course will provide students with the foundation of the theory and practice of motivational interviewing as an evidence-based practice in the rehabilitation counseling profession. Professional ethical sociocultural issues in the client/counselor relationship will be discussed. Lecture, role play, and audio will be used to augment the student's understanding of the process of change.

Course Objectives:

1. Students will learn the basic skills of active listening and accurate empathy
2. Through role play and structured exercises, students will practice relationship building and communication skills
3. Students will work at developing basic empathy, the capacity to communicate and to understand clients
4. Students will develop the ability to accurately identify and frame client problems
5. Students will develop a basic understanding of theory and practice of Motivational Interviewing skills
6. Students will become familiar with interventions designed to identify client's strengths
7. Students will develop an understanding of the scope of their ethical responsibilities
8. Students will develop an understanding of the social, cultural and societal influences on the counselor/client relationship

Required Texts

Note Please check with instructor before purchasing the text

Miller, W. R. & Rollnick, S. (2012) *Motivational Interviewing, Third Edition: Helping People Change*. Guilford Press.

Moyers, T.B., Manuel, J.K., & Ernst, D. (2014). *Motivational Interviewing Treatment Integrity Coding Manual 4.1*. Retrieve from http://casaa.unm.edu/download/MITI4_1.pdf

Course Structure: Interteaching:

This courses uses Interteaching, is an innovative, evidence-based, behavioral method of classroom instruction. Interteaching consists of several different components (see below and handouts found on Blackboard), the most important of which is pair, or dyadic discussion. One of the best ways to learn and understand a particular piece of information is to discuss it in detail; an even better way to learn something is to teach it to someone else. In essence, by discussing the main points in a reading assignment, clarifying any topics that are confusing, and helping another person—as well as yourself—understand the pertinent information will positively impact your learning and satisfaction.

Course Assessments:**MI skill 60%**

Course grading will be on a letter-based system, and will reflect the student's success in achieving competency in Motivational Interviewing as outlined in the MITI manual. The component of the grade will be based on the student's success at achieving proficiency in Motivational Interviewing during a role play with another student.

*As described by Moyers, T.B., Manuel, J.K., & Ernst, D. (2014). *Motivational Interviewing Treatment Integrity Coding Manual 4.1*. Unpublished manual.

Submission of recording sheets 10%

After each set of readings and inter-teaching discussions students hand in a recording sheet. The submission of the recording sheets represents 10% of the grade

Quizzes 30%

There will be 5 quizzes that will total 30% of the grade

Accreditation standards

The following learning goals specific to Motivational Interviewing are outlined below:

Learning Goals	Assessment Methods	Standard
Identify, describe, and utilize the spirit, skills, and strategies of Motivational Interviewing to achieve competent practice as measured by the Motivational Interviewing Treatment Integrity code	<ul style="list-style-type: none"> • Seminar presentations and discussions of the spirit, skills, and strategies of Motivational Interviewing, which allow you to recognize the model and distinguish it from other conversational approaches. • Video demonstrations and live demonstration that require you to appraise and criticize the use of the model by yourself and others. • <i>In vitro</i> practice sessions that enable you to apply the model in real conversations with your fellow students. 	CACREP 3.g 5 a.b.c.d.
Apply Motivational Interviewing in the field practicum	<ul style="list-style-type: none"> • Weekly meetings in dyads or triads that enable you to discuss practicum experiences and assess and debrief recorded conversations prepared by you and your fellow students. 	CACREP 5 a.b.c.d.
Recognize and describe ethical dilemmas posed by use of Motivational Interviewing, and how those are resolved	<ul style="list-style-type: none"> • Seminar discussions that challenge you to identify situations in which real or apparent conflicts of interest may present, and describe methods of resolving such conflicts. • <i>In vitro</i> practice sessions and debriefings that enable you to demonstrate an understanding of equipoise and its role in counseling in general and Motivational Interviewing in particular. 	CACREP 5 a.b.c.d.
Explain the use of the model in multicultural contexts	<ul style="list-style-type: none"> • Discussions in seminars and weekly meetings that outline modifications to Motivational Interviewing used with specific cultural groups and individual presentations 	CACREP 2.b. 3.g 5 a.b.c.d.

UMass Boston Graduate Grading Policy		
Letter	Percentage	Quality points
A	93-100%	4.00
A-	90-92%	3.75
B+	87-89%	3.25
B	83-86%	3.00
B-	80-82%	2.75
C+	77-79%	2.25
C	73-76%	2.00
F	0-72%	0.0
INC	Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.	N/A
IF	Received for failure to comply with contracted completion terms.	N/A
W	Received if withdrawal occurs before the withdrawal deadline.	N/A
AU	Audit (only permitted on space-available basis)	N/A
NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A

Accommodations:

UMass Boston is committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance in this class, please let me know as soon as possible, so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email (ross.center@umb.edu), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive accommodations, students must be registered with the Ross Center and must request accommodations each semester that they are in attendance at UMass Boston. For more information visit: www.rosscenter.umb.edu. Please note that the Ross Center will provide a letter for your instructor with information about your accommodation only and not about your specific disability.

Academic Integrity and Student Code of Conduct

Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at www.umb.edu/academics/academic_integrity.

Health, Wellbeing, and Success

UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students' overall success.

- Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.
- Have a campus question or issue? Use [Current Students - UMass Boston \(umb.edu\)](http://www.umb.edu)
- Want advice in navigating a university or life situation? Contact the Dean of Students Office at www.umb.edu/deanofstudents.

Mission of the School for Global Inclusion and Social Development: The School for Global Inclusion and Social Development supports inclusive communities, addresses the interrelationship of health, wellness, and social and economic development, and serves as a catalyst to social development at the local, regional, national and international levels. The School is committed to developing future leaders able to address issues of equality of opportunity and enhanced quality of life for all. Central to the School is an understanding of how leadership must be sensitive to contextual and cultural variances and of its potential to bring about positive change. Through transdisciplinary graduate studies, applied and translational research, systemic development, innovation, and dissemination of knowledge and information, the School for Global Inclusion and Social Development embraces its commitment to students, faculty and the community at large.