

### Land Acknowledgement

I respectfully acknowledge the Syilx Okanagan Nation and their peoples, in whose traditional, ancestral, unceded territory UBC Okanagan is situated.



### *School of Health and Exercise Sciences ~ Health and Exercise Sciences 331 Motivational Interviewing*

**Faculty:** Faculty of Health and Social Development

**Department:** Health and Exercise Sciences

**Instructor(s):** Dr. Heather L. Gainforth

**Instructor(s) Email:** [dr.gainforth@ubc.ca](mailto:dr.gainforth@ubc.ca) (allow 2 working days for reply)

**Teaching Assistants:** Parres Holliday ([parres.holiday@ubc.ca](mailto:parres.holiday@ubc.ca)); Alexandra Walters ([alexandra.walters@ubc.ca](mailto:alexandra.walters@ubc.ca)) (allow 2 working days for reply)

**Delivery Modality:** In-Person lectures and labs; asynchronous content

**Course Location(s):** ART 214 (lecture); ART 203 (lab)

**Course Days:** Mondays

**Class Hours:** 2:00 pm – 5:00 pm PT

**Office hours:** Upon request

#### Course Description

Study of behaviour change techniques, theories and approaches used in one-to-one behavioural support interactions. The course will instill knowledge of theory as well as applied skills in behaviour change counselling.

#### Course Structure

- **Synchronous In-Person Practice:** Mondays 2:00 pm – 5:00 pm PT ART 214.
- **Asynchronous Lectures:** Content uploaded Thursdays by 12 pm PT.

#### Course Overview, Content and Objectives

This three-credit course will provide an in depth understanding of one approach used behaviour change counselling called 'Motivational Interviewing'. We will explore how motivational interviewing integrates with the broader field of behavioural science and counselling. By the end of the course, I aim to ensure that you have the knowledge and skills to discuss and support health behaviour change in one-to-one settings.

The course will use asynchronous lectures, discussions, demonstrations, activities, and videos to examine links between theory and practice. Much of the course will be conducted through lab-based group activities and your participation in these activities will be considered in your grade. You are expected to read, watch, and engage with the assigned material **before coming to class.** You may be asked to do short assignments to prepare for the mandatory synchronous lab practice

sessions. Attendance and engagement in the practice sessions will be counted towards your participation grades.

I will share many of my own life experiences and we will know each other well by the end of the semester. Your life experiences are also highly valued (but not required) and will help to make discussions more energetic and interesting. I encourage you to respectfully share your opinions and disagreements; your thoughts can lead to interesting conversations that enhance course material. I hope this course is an enjoyable, valuable and memorable learning experience!

### *Learning Outcomes or Objectives*

*After taking this course, students will have:*

- 1. An in-depth knowledge and understanding of the theory underpinning motivational interviewing.*
- 2. An ability to apply motivational interviewing counselling techniques in one-to-one behavioural support interactions.*
- 3. An ability to identify, critique, and improve the use of motivational interviewing counselling techniques in one-to-one behavioural support interactions.*

### **Learning Materials**

You will be required to purchase the FOURTH EDITION of the Motivational Interviewing textbook which is available through the UBC Bookstore:

- Miller, William R., and Stephen Rollnick. **FOURTH EDITION:** Motivational interviewing - Helping people change and grow – **Fourth Edition.** Guilford press, 2023.

You will also have additional articles and readings which will be available via the 'Tentative Course Schedule' and each Canvas module under the 'readings' section. In this section you will find citations for all of the required readings and assigned videos/content that are freely available.

### *Recommended Readings & Online Resources*

Below is a list of additional resources. Purchasing or participating with these materials is not required but these resources may help with professional development.

- 1. Rosengren, David B. Building motivational interviewing skills: A practitioner workbook. Guilford publications, 2017.**
- 2. Organizations of Interest**

- National Centre for Smoking Cessation & Training: [www.ncsct.co.uk](http://www.ncsct.co.uk)
- MINT: <http://www.motivationalinterviewing.org/>
- Centre for Collaboration, Motivation and Innovation: [www.centrecmi.ca/](http://www.centrecmi.ca/)

### Methods of Assessment

Description of Assessment	Learning Outcomes	% of Grade	Due Date
<b>Lab Practice Sessions</b> <ul style="list-style-type: none"> <li>• Attendance at 8/9 lab practice sessions</li> </ul>	1, 2, 3	10%	Ongoing
<b>Midterm Exam</b> <ul style="list-style-type: none"> <li>• Textbook, asynchronous, lecture and practice content (Jan 6 - Feb 10)</li> <li>• Article 1 – 9 not tested</li> </ul>	1, 3	25%	March 3 <sup>rd</sup>
<b>Reading Quiz</b> <ul style="list-style-type: none"> <li>• Article 1 – 9 tested</li> </ul>	1	5%	March 24 <sup>th</sup>
<b>Assignment #1: Recording, Transcripts &amp; Reflections</b>	2, 3	15%	<u>Recording 1</u> <ul style="list-style-type: none"> <li>• Recording: January 6<sup>th</sup> (in class)</li> <li>• Transcript &amp; reflection: January 20<sup>th</sup></li> </ul> <u>Recording 2</u> <ul style="list-style-type: none"> <li>• Recording: February 10<sup>th</sup> (own time)</li> <li>• Transcript &amp; reflection: February 24<sup>th</sup></li> </ul> <u>Recording 3</u> <ul style="list-style-type: none"> <li>• Recording: April 7<sup>th</sup> (in class/zoom)</li> <li>• Transcript &amp; reflection: April 22<sup>nd</sup></li> </ul>
<b>Assignment #2: Transcript Coding</b>	3	20%	<u>Transcript 1 &amp; 2: 10%</u> <ul style="list-style-type: none"> <li>• March 31<sup>st</sup></li> <li>• Marked for completion</li> </ul> <u>Transcript 3: 10%</u> <ul style="list-style-type: none"> <li>• April 22<sup>nd</sup></li> <li>• Marked for accuracy</li> </ul>
<b>Assignment #3: Critical reflection</b>	1, 2, 3	25%	April 22 <sup>nd</sup>

### *Course Policies:*

Please refer to the School of Health and Exercise Sciences Undergraduate Policies document on Canvas. Please refer to the UBC Academic Calendar for full details on all UBC's academic policies. You are responsible for being familiar with all policies as they apply to you and your situation.

I also expect that as a future health professional you will uphold the highest standards of ethics and academic integrity and will not violate the UBC Academic Honesty and Standards Policy. At the same time, we want to support you as best as possible to succeed. There are many resources at UBC Okanagan so never hesitate to reach out.

### **Lecture and lab practice attendance**

Attendance for lab practice sessions is mandatory (~1% per tutorial). The text and/or notes, other resources are easily accessible at any time, but it is impossible to duplicate the discussion, activities, challenge, and interaction that takes place in the classroom.

### **Missed participation policy**

Participation in at least 8 of 9 lab practice sessions is mandatory and counts towards your participation grade. If you are going to miss more than one practice session and do not want to lose grades, you should speak to me 2 weeks days prior to the class and we will discuss assigning additional work for you to do to make up the lost learning and participation grades.

### **Due Dates & Late policy**

I have adopted the School of Health and Exercise Sciences Undergraduate Policies towards due dates and late assignments. When possible, I aim to take a flexible and individualized approach to due dates. The due dates outlined in the syllabus are a suggested schedule for submitting assignments to allow you to progress through the course. Please review the dates and formally email me by January 20th to request an individualized change to the proposed deadlines.

### **UBC Values**

UBC creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada, and the world. UBC's core values are excellence, integrity, respect, academic freedom, and accountability.

### **Policies and Regulations**

Visit [UBC Okanagan's Academic Calendar](#) for a list of campus-wide regulations and policies, as well as [term dates and deadlines](#).

### **Academic Integrity**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For

example, incidences of plagiarism or cheating usually result in a failing grade or mark of zero on the assignment or in the course. Careful records are kept to monitor and prevent recidivism.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [Academic Calendar](#).

### **Use of Generative AI**

While artificial intelligence technologies should not be used to complete academic work, students are permitted to use AI tools for formative work such as gathering information or brainstorming but may not use it on any assessed work or final submission. In trying out tools, be sure not to share in prompts any personal or sensitive information, or any information you wish to be kept private, as this content may become part of the dataset the models train on.

If you make use of generative artificial intelligence tools to complete any project deliverables or other course-related work, the generated material must be clearly and correctly indicated, and cited/referenced using [APA referencing style for generative AI](#). Please provide an explicit description outlining why the AI writing tool was used/for what purpose. Failure to clearly indicate and reference AI-generated material may be reported as academic misconduct.

### **Academic Misconduct**

The academic enterprise is founded on honesty, civility, and integrity. Violations of academic integrity (i.e., [academic misconduct](#)) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred for consideration for academic discipline. Careful records are kept to monitor and prevent recurrences. Any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, can and often will result in at minimum a grade of zero for the assignment, and these cases will be reported to the Head of the Department and Associate Dean Academic of the Faculty.

### ***Student Service Resources:***

#### **Walk-In Well-Being Clinic**

The Walk-In Well-Being clinic offers no-fee, brief, single-session psychological services. Sessions are led by a doctoral student in clinical psychology and supervised by a registered psychologist (UBCO Faculty member). Clinicians can provide support with stress management, sleep, self-care, depression, anxiety, interpersonal issues, substance misuse, coping with academic demands/stressors, and provide options for connecting to additional resources. Virtual or in-person sessions are available at the UBCO Psychology Clinic, located in ASC 167 with or without an appointment, on Tuesdays and Thursdays between 10 am and 3 pm from September to June, excluding campus closures.

UNC 337      250.807.8421 (ext. 1)

Email: [ipc.ok@ubc.ca](mailto:ipc.ok@ubc.ca)

Web: <https://psych.ok.ubc.ca/psychology-clinic/walk-in-wellness/>

### **Student Supports, Resources & Campus Services**

Visit the [Student Support and Resources page](#) to find one-on-one help or explore resources to support your experience at UBC Okanagan, as well as many other campus services available to all students.

### **Advising Options**

Visit the [Advising Options page](#) to find out about the variety of advising options available to students including but not limited to academic, career and accessibility.

### **Safewalk**

Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at 250-807-8076.

Web: [www.security.ok.ubc.ca](http://www.security.ok.ubc.ca)